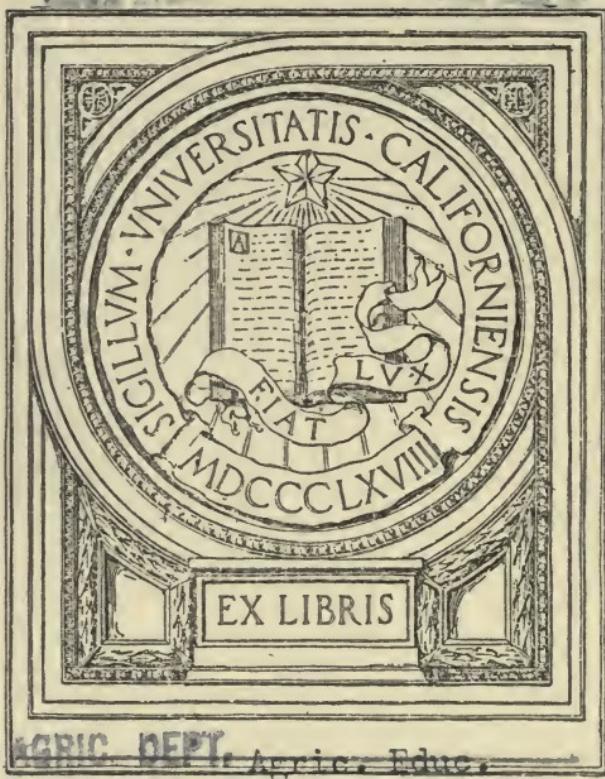


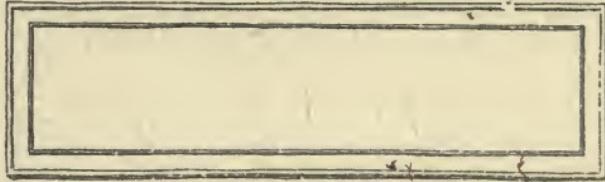
# The Community Daily Vacation Bible School

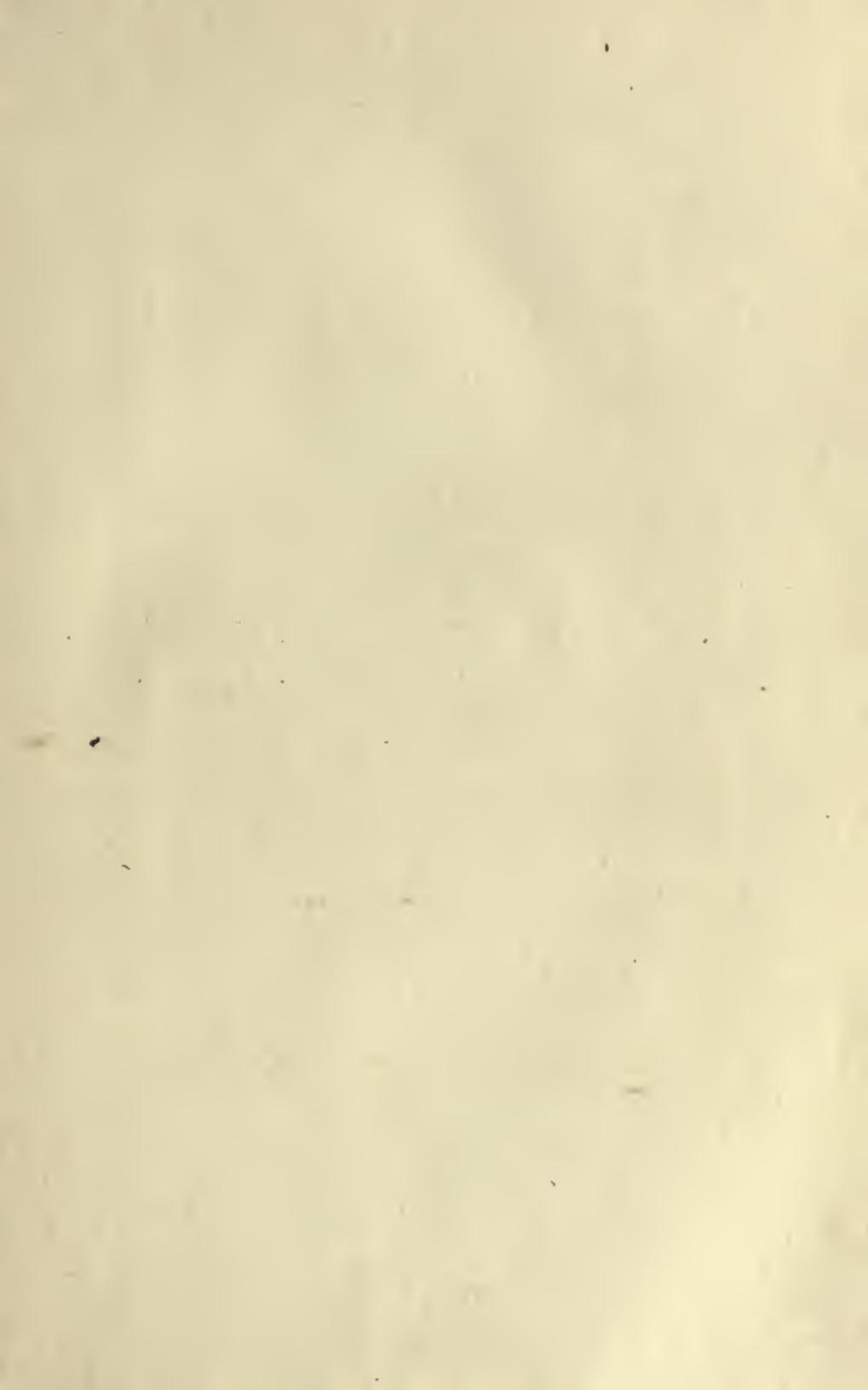
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:: :: E. C. KNAPP :: ::



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The Community Daily Vacation  
Bible School

## By E. C. KNAPP

*General Secretary Inland Empire S. S. Association*

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### *The Sunday School Between Sundays*

12mo cloth . . . . . \$1.25

"Mr. Knapp has brought to the help of superintendents, pastors and workers with youth, a wealth of practical material that he has assembled out of a large experience. Mr. Knapp has made a real contribution to the Sunday School cause in this book. He has covered a practically untouched field. He has given us a real program and real methods to answer real problems. He has solved the question of 'between Sundays.' "

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### *The Community Daily Vacation Bible School*

Introduction by F. Marion Lawrance . . . \$1.00

Although Mr. Knapp's book is intended for Vacation Schools, yet teachers of Bible Schools of every kind can find much of genuine interest and value in its pages. Chapters on organization, finance, general program, music, hand-work, habit-talks, games, discipline, kindergarten outings and so forth, combine to make this a work which cannot be left unstudied by those who engage in Vacation School work, without incurring definite loss.

# The Community Daily Vacation Bible School

By

E. C. KNAPP

*General Secretary, Inland Empire Sunday School  
Association*

Author of "The Sunday School Between Sundays",  
"Why Ten Boys Left Sunday School", Etc.

Introduction by MARION LAWRENCE



THE  
VACATION BIBLE SCHOOL

NEW YORK

CHICAGO

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AND

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## INTRODUCTION

**H**ERE is a practical book based on experience. For four summers Mr. Knapp has been conducting Community Daily Vacation Bible Schools. During the past summer his four schools in four cities enrolled more than sixteen hundred boys and girls.

In each school the attendance was larger the second week than the first. In one school the attendance was two hundred and eighty-three on the first day and three hundred and thirty-two the second. In another school the attendance was two hundred and ninety-five on the first day and three hundred and fifty-five on the second. The boys and girls like the work so well that they ask for afternoon sessions also.

The schools are non-sectarian. Jews, Protestants, and Catholics are welcome. He features music, stories, Bible work, conduct, and character building. Each school closes with a pageant usually given on a Sunday afternoon, when one to two thousand parents and friends attend.

The Vacation School movement is in its infancy. As more schools are established in towns and cities, this book will help many a pastor and Sunday School worker.

MARION LAWRENCE.

CHICAGO, Ill.



## PREFACE

**T**HIS book is not primarily concerned with the Denominational Daily Vacation Bible School but with the community school. Its appeal is especially to the community which has two or more churches and which wishes to conduct a Community Daily Vacation Bible School.

Prof. Norman E. Richardson, in his introduction to "The Vacation Religious Day School," by Stafford, says: "If religious training is to be universal for our country, it must be organized and maintained by all the churches acting together. The community is a natural unit in our national life. An adequate program of religious education for a community involves many problems which can be solved only by community co-operation." He also adds: "The program of the vacation session can make use of the prevailing play-spirit without in any way invalidating the educational efficiency of the work. Play is not incompatible with childhood religion."

In the dozen or more vacation schools which we have conducted during the past four summers, we have tried to keep before us those two things — the community idea and the play-spirit. We have done many things which the average vacation school does not do and we have left undone many things which many schools have done. We have paid more attention to Bible work, memory work, music and stories

## PREFACE

than we have to manual work. We have reached and held more boys and girls from ten to sixteen years of age than from four to nine. We have permitted boys and girls to come at 8 a. m., instead of having them line up in the hot sun and wait until 9 a. m. before they could enter the building. We have even had afternoon sessions on the hottest days of the summer, and the boys and girls have come of their own accord. Our vacation schools have raised more than \$2,000 for missions and we have never charged a tuition fee.

This book does not claim to be "the last word" on vacation schools. It tells about a few practical, workable plans, but it does not say that other schools should adopt the same plans. It is one thing to adopt a plan but quite another to adapt it. The vacation school movement today needs not more uniformity but more originality. While the vacation school has done wonders for the poor children in the congested centers of our big cities, we believe that the vacation school of the future will do its best work with the best boys and girls in our best communities under the direction of our best leaders.

We are indebted to Mrs. Knapp for suggestions on the Kindergarten and Primary work. Also to Miss Jean McMorran for suggestions on music.

E. C. K.

SPOKANE, Wash.

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UNIVERSITY OF  
CHRISTIANITY

I

A GREAT MOVEMENT

**F**EW people even among religious leaders realize how rapidly the Daily Vacation Bible School movement is spreading throughout the world. Its growth within three years has been remarkable.

In 1901, Rev. Robert G. Boville, the founder of the Daily Vacation Bible School, opened five schools on the East Side in New York. The growth at first was slow because the first schools were for children in the crowded parts of our cities. In 1916, after vacation schools had been conducted for 15 years, the total number was only 375. Recently the movement has spread to small cities, towns and country places. In 1920 there were 1,574 schools, and for 1921 Dr. Boville reports 2,414.

Rapid as has been the increase in the United States and in Canada, it has been even more rapid in China. In 1919, there were only 32 vacation schools in that country, but two years later we find 382, due largely to Dr. Boville's good work. We are told that the Daily Vacation Bible School will be a great factor in reaching the sixty million children in China who are "without school-teachers, school books or school-houses."

*America's Opportunity and Response*

Anyone who has anything to do with a Daily Vacation Bible School should, first of all, believe in

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it. Get the facts. In a short time the facts will grip you and you will want to give hearty support, not because someone asks you to assist, but because you believe in boys and girls, and because you want to do something for them in the summer time when they are quite free. Dr. Boville is authority for the following statements:

For over two months in summer, school supervision is withdrawn from 20,000,000 children. For many of these the vacation is a happy time, but for more it is a time of demoralization and danger. Wage earners, busy all day, cannot give their children needed care. This is especially true in fifty of the largest cities in the country. Street life is apt to foster lawlessness in children. Is democracy safe if its children are neglected and their morale impaired during vacations? Americanization demands for these children formation and conservation of character. Church buildings accessible to these children should be equipped as daily welfare centers.

Further, religious training is not allowed in our public schools, consequently the duty of providing for it rests on the church. In what measure is it fulfilling this duty? Of the population between three and eighteen years of age at least 10,000,000 are not enrolled in any Sunday School. Is democracy safe without the Bible and the knowledge of God; is Americanization possible without this dynamic? The summer vacation is the greatest opportunity of the year for churches to supply this vital need in Daily Vacation Bible Schools.

(a) To promote the social welfare of children, ir-

respective of race or creed, by giving them competent teachers, suitable and happy occupations, oversight of games, good songs; above all, to combine with this program Americanization and the Bible that from the beginning has shaped the Nation's history. Twenty million school children have a summer vacation lasting two months or more. They welcome such leaders and such a program.

(b) To promote the community use of church buildings in cities and rural districts for child welfare on broad, non-sectarian lines, especially when public schools are closed in summer. Many churches need to be Americanized, *i. e.*, to be imbued with the democratic spirit necessary for community service. One hundred seventy-eight thousand Protestant church buildings in the United States represent an investment valued at \$935,000,000 exempt from taxation. To fail to use them for community welfare is a serious form of economic waste.

(c) To employ in this field of service alert college men and women inspired with the spirit of social service and fitted to be efficient leaders of children in worship, work and play. It is an educational and economic waste to spend millions in educating young men and women, and nothing in utilizing their vacation months to promote American and Christian ideals. There are over 400,000 students in our colleges and professional schools.

#### *Other Considerations*

In addition to the above we might mention several other serious considerations. Not only is the Bible

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not taught in our public schools, but in many a Protestant home the Bible is practically a closed book. Moreover, the Sunday School session is so short, so many of the teachers are untrained, and so many of the pupils are irregular, tardy and unprepared, that it is refreshing to see a large Daily Vacation Bible School supplement (not supplant) the church, the home, the Sunday School, and the public school. In the Sunday School we are always crowded for time, but in the vacation school we have three solid hours every morning five days in the week with no distractions.

## II

### WHY CALL IT "COMMUNITY DAILY VACATION BIBLE SCHOOL"?

**W**E prefer the name COMMUNITY DAILY VACATION BIBLE SCHOOL because each word gives a very definite idea. Some may call it a CHURCH VACATION SCHOOL or a SUMMER SCHOOL OF RELIGION or a RELIGIOUS DAY SCHOOL. Others may call it a literary or athletic club. In fact, some vacation schools have been successfully conducted under the name of a club. However, we prefer COMMUNITY DAILY VACATION BIBLE SCHOOL for the following reasons:

#### *It Is a School*

In the first place, it is a *School*. The boys and girls respect it because it is called a school, and so do the parents. As a rule no textbooks are used and no home assignments are made, but when it comes to good order, regular attendance, punctuality, memory work, carefulness and a desire to do good work we can call it a school and advertise it as such without any apology.

#### *It Is a Bible School*

In the second place, it is a *Bible* school. Jews are invited, and so are the Catholics, but we do not win them by putting the soft pedal on the word *Bible*.

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We are not ashamed of this great Book. We want the parents and the pupils to know in advance that we are conducting a Bible school. Bible stories will be told. Bible verses will be learned. Bible scenes will be dramatized. The Bible or the New Testament will be used again and again. We believe that more boys and girls are lost to a vacation school when the word Bible is dropped out than when it is kept to the front. Many parents send their children, not because of handwork, or stories, or athletics, or picnics, but because we promise to teach the Bible. The Bible should be at the very heart of the school. All other features should be co-ordinated with the supreme feature, the Bible.

### *It Is a Vacation Bible School*

In the third place, it is a *Vacation* school. The boys and girls are having vacation from public school. Parents have made their plans for the summer. We cannot expect all the boys and girls to attend each day because parents have often made other plans for them far in advance. We should not say to the boys and girls, "If you cannot come every day, you need not come at all." It is more fitting to say, "I know that this is your vacation time and your parents may have planned for some trips or for some work for you. We do not want to break into those plans, but if possible we would like to see you here every day. If obliged to be absent for a day or more, feel free to come back into the school at any time. Moreover, if you know of boys and girls who cannot attend the first week, tell

them we welcome them the second week or the third week."

### *It Is a Daily Vacation Bible School*

In the fourth place, it is a *Daily* vacation school. It meets every day for five days in the week, and as a rule it meets from 9 to 12. The word "Daily" is in contrast to the word "Sunday". We find that many of the boys and girls are regular in the Daily Vacation Bible School when they are not regular in the Sunday school in the summer time. When we investigate we find that many parents who work hard during the week go on Sunday trips in the summer, and, of course, take their children with them. They do not find it convenient to send them to Sunday School regularly during July and August, but they like to send them to a daily vacation Bible school because they know that during the summer the boys and girls are not merely kept out of mischief and off from the streets, but will get valuable lessons in Bible study, character building, etc.

### *A Community Daily Vacation Bible School*

In the fifth place, the majority of the daily vacation Bible schools are *Community* schools. Even when conducted by one denomination, they are often advertised as being for the entire community. However, the real community school is one which is supported jointly by two or more denominations.

It is possible for a church to be so Denominational and so sectarian as to announce that its vacation school is especially for its own church children, but

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the average church which cares enough for vacation school work cares also for team work, and seeks the co-operation of near-by churches. At least it announces that all boys and girls are welcome, even though the management and teaching staff may be entirely from that denomination.

In the smaller cities and in the average town the most successful Daily Vacation Bible School is a community affair. It can secure better help, get better publicity, secure better financial assistance, line up more boys and girls, get better buildings and equipment, have bigger and better picnics, give a better final program and at the same time unify the religious life and produce a better community spirit than if two or three small vacation schools were conducted in a competitive manner.

Many vacation schools do not use the word Community, but instead the name of the town, as the Spokane Daily Vacation Bible School. A denominational daily vacation Bible school cannot use the name of the town or the city or of the community. In a town where there are several Sunday Schools, and where the boys and girls have been receiving separate religious instruction for the greater part of the year, it is a fine sight to see the boys and girls, regardless of religious faith, grouped together in a large Community Daily Vacation Bible School for a good share of the summer.

### III

#### HOW ORGANIZE IT

FREQUENTLY a Community Daily Vacation Bible School is conducted under the auspices of some permanent organization like a church federation, a ministerial association, a Sunday School superintendent's union or a county Sunday School association. In that case the president of the organization, in consultation with the other officers, usually appoints the necessary committees, but in many a community there is no permanent organization to assume responsibility. How, then, are the necessary steps to be taken?

First of all, there should be at least one person in a community who really wants such a school. If there are two or three who are enthusiastic over vacation schools, all the better. But one person who believes in it and who keeps at it, and who secures the co-operation of others, can in most cases bring things to pass.

#### *Not Mere Talk*

One time a conference was held to discuss vacation school plans. Among those attending were two men who came from neighboring towns. One appeared more enthusiastic and talkative than the other, but when he went home he did nothing but talk. The other one called together representative

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workers who appointed the necessary committees and the school became a reality within 30 days. In the other town the other man is still talking about what he hopes to do some day.

Any man or woman who wants a vacation school badly enough can get it. It will mean lots of hard work. In calling together representative workers it is best to include pastors, superintendents and primary leaders. After discussing the advisability of holding such a school, and after deciding to make it a good one (for the best is none too good), appoint a permanent committee of three or five or seven and ask this committee to appoint the subcommittees, such as the Committee on Teaching Staff, the Committee on Buildings, the Committee on Finance, and the Committee on Publicity.

### *The Teaching Staff*

Select a Principal and give him a free hand to outline his work, find other helpers, select the place or places of meeting and determine upon the number of weeks. Frequently a Minister makes a good Principal. The average minister ought to be glad to sacrifice a few of his summer weeks in order to get in closer touch with the young life of the community. Sometimes it is necessary to bring in a leader from the outside. Upon the Principal falls the greatest responsibility. Whether the school is a success or not, will depend not only upon how he does his preliminary work, but upon how well prepared he is when the school meets the first day. Sometimes the Principal looks after the music and

the handwork. Many vacation schools have a minimum of four leaders—a Principal, a Leader of Music, a Director of Handwork, and a Kindergarten Teacher, but some large schools have only three leaders—a Principal, a Musician, and a Kindergarten Teacher. In that case the Principal looks after the handwork for the boys, while the Pianist looks after this work for the girls. In some schools where more talent is available, the following leaders are secured: a Principal, a Leader of Music, a Pianist, a Story Teller, a Director of Bible Work, a Director of Handwork for the Boys, a Director of Handwork for the Girls, a Kindergarten Teacher, a Primary Teacher, and an Athletic Director.

### *The Buildings*

Community vacation schools usually make use of two or more buildings. It may be best to have three churches; one for the Kindergarten, one for the Primary and another for the Junior-Intermediate. If the ventilation and the lights are poor in the churches it may be best to use a hall or a public school building. One of our largest schools uses the Masonic Temple every summer because it is roomy, well located, well equipped and well ventilated. The Masonic Temple is used instead of church basements, which are dark and dingy, and instead of church auditoriums where the stained glass windows make artificial light a necessity and at the same time prevent good ventilation.

There are several advantages in using public school buildings when the School Board will permit

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it. There is a well-equipped playground near the building. There are better lavatory facilities. There is a manual training room. There is better light and ventilation. Moreover, it becomes more of a community affair when it is held in a school building. The question of buildings should be discussed thoroughly in advance. In some towns only two church buildings are required. In that case the school is divided into Kindergarten and Main School. In one small town where the vacation school was large, four churches were used, and there were four departments; Kindergarten, Primary, Junior, and Intermediate.

## IV.

### HOW FINANCE IT

ONE of the first questions asked when a vacation school is contemplated is, "Who is going to pay for it?" We, therefore, give a special chapter to this topic. The size of the school and the quality of the work will depend largely upon the funds available. The cost can vary from \$25.00 to \$400.00. The schools conducted during recent years average about \$1.00 per pupil enrolled, but there were schools where the expense has been only 25 cents per person. On the other hand, in some schools the expense has been as high as \$2.00 and \$3.00 per pupil. It depends upon the amount of money put into the staff, the buildings, the advertising, the materials, the length of the school, the character of the handwork and the cost of the awards. Vacation schools run from two to six weeks. We prefer sessions three or four weeks long. In some schools only the principal is paid—perhaps \$15.00 or \$20.00 per week. In other schools two or three workers are hired, usually at \$10.00 per week. Then again there are schools which are directed entirely by volunteer help. If halls or school buildings are rented, the cost will be more. Churches charge no rent.

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### *Raise the Money in Advance*

Whether the sum is \$50.00 or \$200.00, raise the money in advance. Sometimes the churches and Sunday schools will prorate the amount. Usually the finance committee finds it necessary to raise the money by securing individual contributions. A wide-awake committee will soon raise the small sum required if the work is properly presented to the business men and to the church people. Sometimes a public meeting is held and subscriptions are received. Sometimes an entertainment is given to furnish the money. Sometimes a few people will underwrite the entire sum and then each one will raise his share from his friends or in his church.

Some vacation schools charge a tuition fee of 50 cents, \$1.00 or \$2.00 per pupil. Some claim that the boys and girls are more regular when a tuition fee is paid. Personally, we prefer not to charge a fee because frequently we find large families where three, four or five children will attend if there is no fee. Even the smallest fee tends to keep them away. This is especially true in large cities where car fare already makes a burden.

### *Standard Necessities*

The International Association of Daily Vacation Bible Schools in New York says that the following equipment is essential to a school with an average daily attendance of 100 boys and girls:

1 Door Notice (printed on cloth).....	\$ .60
300 Registration Cards .....	.60

50 Teacher's Weekly Report Cards,.....	.30
1 Manual of Graded Bible Courses, and Health and Habit Talks.....	1.00
1 Manual of Hymns, Songs, and Marches...	1.00
1 Manual of Hymns, Songs, and Marches (new edition, including Musical Interpretation) .....	1.50
1 Manual of Handwork.....	1.50
1 Supplemental Manual for Training Classes, Teachers and Kindergartners, including School Programs in all Departments.....	.25
Kindergarten Outlines in the Supplementary Manual .....	.25
Bible Stories for the Kindergarten in the Manual of Graded Bible Courses.....	1.00

The International Association also says, "A fully equipped school has four teachers regularly employed and paid—one who usually serves as Principal and three who have charge, respectively, of the Music, Industrial, and Kindergarten Departments. This staff should be supplemented where possible by volunteers. The total cost of such a school, including salaries and materials for the industrial classes, should not be estimated at less than \$250. If all the teachers volunteer their services without remuneration, the cost of the school will be reduced to \$75 or less, according to the size of the school, to cover the cost of material, the sexton's services, and incidentals. If materials are contributed, the cost will be still further reduced. The average cost of industrial materials for a school of one hundred children is \$40, if all have to be bought. It is impos-

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sible to give detailed prices because they change with different years and varying economic conditions. For lowest current prices, communicate with International Headquarters. Schools that are located in places where supplies cannot be obtained will be helped out by Headquarters."

### *Missionary Offerings*

Most vacation schools raise missionary money, but it is not wise to use this money for the expenses of the school. In many vacation schools a penny offering is made each day. Instead of the penny offering, we have preferred to take a thank-offering at the close, asking both parents and pupils to give something for missions, somewhat in the nature of a thank-offering. Our missionary offerings average 50 cents to \$1.00 per person because many of the parents will give \$1.00 each. We have given money to the following objects: International Association of Daily Vacation Bible Schools, World Sunday School Union, Near East Relief and China Famine Fund. We have also raised money to furnish Testaments to parental schools and children's homes. We print special offering envelopes which are distributed a few days before the close of the school, asking that a missionary offering be given. Sometimes we ask the boys and girls "to earn, save, give or raise \$1.00 each." Sometimes we award those who raise the most by giving them books or Testaments at the closing session.

# V

## HOW ADVERTISE IT

**I**T is possible for a vacation school committee to select a fine staff, secure good buildings, plan for numerous program features, raise sufficient money and still not have a large school. It is because someone fell down on the advertising.

### *The Newspaper*

There are several ways of keeping the vacation school before the parents and pupils. One of the best is the newspaper. Every week have a few readable items concerning the school appear in its columns. Tell about the teachers, the features, the dates, the hours, the place of meeting and the age of pupils. Some people think that one item in the newspaper is enough. The experienced publicity man knows that there must be "line upon line". Sometimes cuts are used to advantage. If the pupils register in advance, tell about the progress of the registration. The average newspaper man is more ready to print good, readable items than the average church and Sunday School man is willing to prepare them. Above all, give variety to your news items.

### *The Sunday School*

Another way is to keep the vacation school constantly before the Sunday School. Write the dates

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upon the blackboard. Make an announcement somewhat as follows, "Every boy and girl in this community from 5 to 15 years of age who likes thrilling stories, Bible stories, missionary stories, good music, verse finding, pageantry, dramatization, handwork, games, picnics and fun should begin now to save these dates, because at 9 a. m., three weeks from tomorrow, our vacation school will begin. It's free."

In one of our vacation schools where nearly 300 were present on the opening morning, announcement was made in the Sunday Schools on the preceding day somewhat like this, "The vacation school begins tomorrow morning in the Presbyterian Church. The morning program of three hours will be full of good things. Go over there tomorrow and see what it is like. If you don't like it, don't go the second day." This kind of an announcement appealed to the boys and girls because they thought it was a fair challenge. The minister can make good missionaries out of his church members by announcing on Sunday that not only are all of the boys and girls connected with his church invited, but every boy and girl in the community, regardless of religious faith. The parents can be urged to pass the work along to other parents, and to other boys and girls.

We once used a very effective way of advertising by asking all of the boys and girls in the room who attended the vacation school the year before to stand. We then asked them to come to the platform. When they were upon the platform we asked how many could tell us one thing they liked about the school which was held the year before. The boys and girls

mentioned such features as verse finding, music, stories, Bible lessons, memory work, games and picnics. Such an announcement has a double value. It grips the attention and demonstrates that ordinary boys and girls like such a school.

### *House-to-House Canvass*

A different way to advertise is to make a house-to-house canvass and secure the co-operation of parents. When they know what kind of a school it is, the character of the program, and that the sessions are free, they more readily promise to send their children. This is especially true when young children are enrolled. The parents frequently change their vacation plans in order that their children may attend all of the sessions. In making a house-to-house canvass, a town or a city can easily be divided into sections; a Sunday School class, a church or an individual standing good for one section.

### *Leaflets or Handbills*

Another good way is to print several hundred leaflets or handbills, giving the facts briefly and in an interesting way. Ask a class of boys to distribute them among the homes and stores in the town or in the community. Also have the leaflet distributed in church and Sunday School. Remember that it takes "line upon line", emphasis upon emphasis, to drive home the date, the place, the hour, the program, the staff, and the good times. It is better to over-advertise than to fall short. The leaders should always say to themselves, "What is worth doing at all

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is worth doing well. We are going to have the best school possible, and we are going to let the entire community know it."

### *A Big Sign*

For a week or two before the school begins put a big sign in front of the church or hall with the following or similar words, "Daily Vacation Bible School every morning, 9 to 12, beginning Monday, June 20. Music, stories, Bible work, handwork, games and outings. Boys and girls 5 to 15 years of age invited. It's free."

### *Use the Mails*

In some places the boys and girls who live several miles in the country will plan their work so they can attend every day if they know about the school in advance. Postcards sent to them or to their parents will help inform them. It was not an unusual sight in one of our schools to find that several auto loads came nearly ten miles every morning to attend the school and usually those far away were more punctual than those living near.

## VI

### HOW CONDUCT IT

**N**OW comes the real test. Thus far all the work has been preliminary. We have secured the teachers, raised the money and advertised the school. The success of the school during the next few weeks will depend to a great extent upon the program during the opening day and during the opening hour. The attendance may be large or small, but the leaders must have their work well in hand, because first impressions are lasting. There should be the least amount of confusion, so every minute will count. Delays during the opening days are disastrous.

#### *Come Early*

The leaders should be on hand at 8 o'clock every morning, but we prefer on the opening day to be there by 7:30. Some schools make it a rule to keep the children out on the street or in the yard until 9 o'clock, but we do not see the wisdom of this. We have tried both plans, and we prefer to let the boys and girls enter the building as soon as they arrive. Sometimes a boy will come at 8 o'clock and say, "I got a chance to ride down with a neighbor so I came early." One morning two little girls came at 8 o'clock because their mother went to work at that hour and she preferred to have her children come

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to the church at 8 a. m. instead of having them stay in the apartment alone or loiter on the street.

Those who come early are usually kept busy. After they put away their hats, they help fix the chairs and tables, or they play games, such as ring toss, or they find Bible verses or use the gymnasium. Sometimes they just sit down and visit with each other and with us. We allow no running or yelling at any time within the building, whether it be church or hall.

### *The Registration*

When a school numbers 200 to 400 there is much delay in securing the registration. We put small slips of paper on the tables near the entrance and ask each one to write down name, address, age, grade, Sunday School, parent's name, and whatever other data may be desired. We ask the older boys and girls to look after this, and they are always glad to assume the responsibility and to write out the slips for the small ones. We do not have a daily roll call, nor do we take the registration every day. After the first day or two we ask only the new ones to go to the table to register. Every Friday we ask all present to fill out slips telling how many days they have been present that week.

### *The Opening March*

A little before 9 o'clock we ask the girls to fall in line, the shortest first and the tallest last. We ask the boys to do the same. We have the larger boys

and girls assist in the line-up. This is one way of putting big boys and big girls to work. They like to be useful. We have an opening march every morning because as they march to their seats they are seated according to size, and no small boy can hide behind a large boy. One good way to maintain order is to look every boy and girl in the face. This line-up every morning teaches them to find their places quickly. The march gives them a bit of exercise at the very start. It teaches them to begin their work in an orderly manner. It develops self-control. If a boy is in the habit of shoving or pinching he is detected very readily as he marches. As quickly as the two lines are formed the pianist plays and the two columns march to their places, the girls on one side of the room, the boys on the other. The smaller ones take the front seats. They remain standing while they sing the first verse of "America." During this verse a boy comes to the platform with a United States flag. The moment the music ceases, the salute to the flag is given—"I pledge allegiance to my flag and to the Republic for which it stands; one nation indivisible, with liberty and justice for all." They remain standing for the last verse of "America," a brief prayer, and the Lord's prayer. This on other days is followed by a prayer hymn and by memory work.

#### *Kindergarten Marches Out*

If the school is large and the Kindergarten and Primary people are to meet in other buildings, it might be well to announce that on the next day the

Kindergarten and Primary people can go direct to their own building without coming into the opening program. They can have their own opening services. Before the Kindergarten and Primary people pass out the leaders must know where to draw the line. No time should be lost at this critical moment or there will be confusion among the older boys and girls. Instead of beginning at the bottom and trying to find out who should be in the Kindergarten, we begin at the top because we wish to know how well the upper grades are represented. First we ask all those in the 12th grade, if any, to stand and remain standing. Then we ask the 11th, 10th, 9th, 8th, 7th, 6th, 5th, and 4th graders to stand. After complimenting them upon having such a fine attendance we ask them to be seated while the 3rd, 2nd and 1st graders stand. We then ask those who are standing to pass out with the Primary teacher, providing we are to have a Primary and a Kindergarten Department. All the little ones left in the room now march out with the Kindergarten teacher. In some vacation schools the third graders are left with the upper grades, while in other schools those in the first two grades and those in the Kindergarten form the Kindergarten of the vacation school.

### *Announcements*

We have found it a very satisfactory arrangement to have the announcements together with the Health and Habit talks follow the opening worship. Since part of our job in a vacation school is to develop character and form good habits, we make a mental

note of some of the shortcomings of the boys and girls, and then give a few words of advice before we start in with the rest of the program. It may be necessary on the opening day to include these suggestions in the announcements in order that the boys and girls may have a very definite understanding. Sometimes, during this opening period, we say something about conduct somewhat as follows, "We are glad our school is so large. We were expecting a big school, but the attendance is much larger than we really expected. We take it for granted that every boy and girl is here for business. Before the morning is over we may find that some boys or girls have come just for fun. We may also find that some of you have not had good training in the home. If so, you will advertise it before the morning session ends. We want to say at the very start that we want no running or yelling within the building. If you do not already have self-control, we want you to learn it while you are here. We want you to be courteous and considerate. We are wondering how many of you are willing to do your very best to make this school a great success. Will you hold up your hands? How many of you, so far as you know now, think you can be regular and punctual? Hold up your hands. Before we go any further I am going to give you a slogan which I would like to have you repeat every day—'Good, better, best; Never let it rest, Till our good is better And our better best.' Let us all say it together. Will the girls say it? Now the boys say it. All together, give it once more."

*The Music*

Now that the Kindergarten and Primary departments have passed out it may be necessary to reseat the boys and girls, or to have another march. The next 20 or 30 minutes might be given to the Music period. Have them march around for their booklets and then proceed by using some of the suggestions in the chapter on music. Now comes the Intermission. We prefer two short intermission periods at 10 and at 11, instead of one longer one. They should march out to music. If you want to maintain your grip upon the school do not let them rush out. Just before they march out for the first time, we like to say to them, "Now we are going to have a 10-minute intermission. At the end of the period, when you hear the piano—or the whistle—come promptly into your places, but do not rush. Come orderly. We are now going to see how much self-control you have. We are going to march out for the intermission. The boys will first march out, and we want the girls to see how quietly they do it. Boys, please stand. As piano plays, fall in line and march out quietly. The girls will now march out." Sometimes the girls think they can do it more quietly than the boys, so we let them march out first, while the boys watch. During the intermission, it is well to have some adult on the playground or in the gymnasium to direct them in their games.

*The Story Telling*

Following the 10 o'clock intermission may come the Story Telling. First a Bible story is told every

morning. Sometimes it is told by a Minister. Sometimes it is told in an indirect way, following the suggestion of Miss Johnston in her book, "Who Was It? Stories." The plan is to give the facts, but not the name of the person, and to see who can give the Bible character first. Ask them to hold up their hands as soon as they know the name of the character. This plan works well when you have in the vacation school some boys and girls who are well versed in Bible characters, and who sometimes find that the ordinary telling of Bible stories is monotonous. As an illustration we give the opening paragraph of one of Miss Johnston's stories—"Once upon a time there were two brothers. One was a farmer and the other was a hunter. The farmer had a smooth skin, but the hunter had hairy hands and wrists."

It is not necessary to cease telling this story when four or five hands are raised. Wait until 25 or 50 hands go up. Those who do not know the story are following closely, and some of them make up their minds that when they go home they will read Hurlbut's "Story of the Bible" or some other book and become more familiar with Bible characters.

Following the Bible story there may come a short missionary story or a character building story when someone will be asked to retell it. (See Story-Telling chapter.)

### *The Verse Finding*

Before this hour ends and the next intermission comes, there can be a brief Verse-Finding Contest.

In a day or two the boys and girls will ask for a longer verse-finding period, but on the first day it may be well merely to give them a taste.

### *The Surprise Hour*

In another chapter we discuss the Surprise Hour. This is from 11 to 12. We never tell the boys and girls what is going to happen during this period, but it is different each day. In some vacation schools this is the handwork period. In a school which enrolls only 40 or 60 boys and girls, it is possible to put them into handwork classes of some kind, but when 200 or 300 boys and girls are in attendance it is quite impossible to give all of them handwork because it would take from 20 to 30 helpers to direct them. We let some of the groups do some kinds of handwork as described in the Handwork chapter a little later, but the majority of them are otherwise engaged. Some people say that you cannot hold the interest of big boys and big girls without handwork. Our experience has been otherwise. As a rule, they look forward to the 11 o'clock hour as the best hour of the day, and they readily take what we offer them. Some vacation schools have gone upon the rocks because they attempted to make hammocks and baskets when leaders were not available and when materials were very expensive. Some communities would have had vacation schools several years ago had they known that a successful school could be conducted with Music, Stories, Bible Work, Memory Work and Verse Finding without adding any Handwork. In our large schools we not only

have difficulty in securing the help to do so many lines of handicraft work, but we must purposely steer clear of the great expense of purchasing materials for so many. The Surprise Hour chapter tells about the many good things we do during the 11 o'clock hour.

On the first day of the vacation school, following the 11 o'clock intermission, we usually begin to take up with them the final program, asking the boys and girls if they would like to give a pageant and suggesting to them two or three different types of pageants. The vacation school is a democracy, and we want the boys and girls to feel that they are voting upon the affairs of the school. If, on the opening day, they have a chance to look forward to the good things that are coming along, they will be regular and punctual, and as they go home they will invite others. Just before the morning session closes, in order to get their reaction, we sometimes say, "I wonder how many of the boys and girls really like this vacation school. Will you hold up your hand? How many of you know of other boys or girls who might come if you invite them? Hold up your hand. How many of you will try to bring another one?" This mental attitude of the boys and girls will help them become good missionaries in bringing in new members.

Every vacation school has a picnic sometime during its session, perhaps on a Saturday at the close of the second or third week. We have found it of special benefit to say to the boys and girls on the opening day, "In case we should have a picnic two

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weeks from Saturday, have you a suggestion as to where the picnic should be held?" Of course, many of the boys and girls are ready to express their preferences. However, we do not let them decide that on the opening day but we say to them, "Tomorrow or the next day we shall put it to a vote. In the meantime you think it over."

If on the opening day there still remains a few extra minutes, the question of dramatizing Bible stories might be discussed, perhaps suggesting to them that they read the story of the Good Samaritan or some other one because in a day or two some boys and girls are going to be selected to represent the various characters.

### *Suggestions on Management*

In the "Supplemental Manual" (90 Bible House, New York) we find good suggestions on management (page 70), among them being—Speak quietly but firmly. Do not speak on a high key. Be prompt. Pauses cause disorder. Talk little. In discipline you cannot talk little enough. It tires children's nerves to hear constant directions. Children are naturally active. Keep them busy. Follow an active game with a quiet one. Occasionally let the class or school decide what shall be done when there is trouble of any kind. Children feel the force of public opinion. Praise those who please. Avoid the negative. Teach the Golden Rule.

## VII

### THE DAILY PROGRAM

**O**UR experience has taught us to give the more exacting things early in the morning and the more attractive features later in the session. In general, our programs run somewhat as follows, but they are never the same two days in succession. Sometimes the music period is short and the story-telling period long, and vice versa. Sometimes the verse finding takes only 20 minutes, while again it may take 40.

- 9:00 Opening march, Opening worship, Memory work and Announcements.
- 9:15 Health and Habit talks.
- 9:25 Music period and Calisthenics.
- 10:00 Intermission.
- 10:10 Stories told and retold.
- 10:40 Verse finding and more Memory work.
- 11:00 Intermission, followed by Surprise Hour, with handwork, dramatics, pageantry, written work and more verse finding, music and stories.
- 11:50 Closing hymn, salute to flag, benediction and march.

We frequently have the salute to the flag at the opening of the session as well as at the closing.

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### *International Association Program*

The International Association of Daily Vacation Bible Schools suggests the following program—

#### FIRST PERIOD

- 8:30 Preparation and visitation by staff.  
9:00 Doors open and registration.

#### SECOND PERIOD

- 9:15 Opening worship, all present.  
Hymn.  
Psalm or other portion, repeated in concert.  
Lord's Prayer—repeated or sung.  
Kindergarten goes out.  
Health, Habit or Patriotic Talk.  
Thank-offering for Extension.  
Bible Memory Work.  
9:40 Musical Period.  
Vocal and breathing exercises.  
Singing lesson.  
Calisthenics with music.  
10:05 Bible lesson in three groups.  
Represented by children, or  
Taught with sand table, or  
Given with stereopticon, or  
Told as story by the teacher.

#### THIRD PERIOD

- 10:30 Manual work and play in sections.  
Hammock-making, Weaving,  
Raffia work, Basketry, Sewing.  
Work for European Children.  
Work for Chinese Children's Famine Needs.  
Work for Children's Hospitals at home.

- Bible Handwork.  
First Aid and Hygiene.  
11:25 Closing exercises—School re-assembles.  
Daily salute to flags.  
See order in manual.  
“America” or Hymn.  
Children’s Benediction.  
Recessional March.

AFTERNOON—TWO HOURS

- 2:30 Open air games organized and directed.  
Excursions.  
Visitation of homes.  
Weekly Conference, Monday.  
Mother’s Meetings.

*The Presbyterian Program*

The Presbyterian Board suggests the following program—

- Preparatory Period—Thirty minutes.  
Teachers present and rooms arranged.  
Teachers’ prayer service.  
Children march in.  
Attendance taken.

Devotional Period—Ten minutes.

Hymn.

Prayer.

Scripture.

Kindergarten dismissed (if present).

Hymn.

Memory Period—Fifteen minutes.

Learning selected Bible passages and prayers.

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Music Period—Fifteen minutes.

Learning hymns and songs.

Rest Period—Five minutes.

Calisthenics and motion drills.

Bible Period—Thirty-five minutes.

Teaching and dramatizing Bible stories.

Craft Period—Fifty-five minutes.

Craft work as specified in Manual of Hand-work in connection with Bible stories.

Closing Period—Fifteen minutes.

Habit or Missionary talk.

Announcements.

Flag salutes.

Dismissal.

## VIII

### MUSIC AND WORSHIP

**I**T is not unusual for parents to bring their children to a vacation school and say, "We are especially interested in the training in music which your vacation school gives, and we have changed our vacation plans this summer so our children can attend every day and get this training." This is a real tribute to a vacation school.

Some vacation schools give only 15 or 20 minutes daily to music, and do it in a haphazard way. The leaders should say, "The best is none too good. We want to do such good work and give so much careful thought to this part of our program that visitors and parents will say that the training in music in the vacation school was superior to that given in the public school." And this can be done.

#### *A Good Pianist*

In the first place, there must be a good pianist. A good leader can do little with a poor pianist, but an ordinary leader with a good pianist can do wonders. The pianist should be there during the entire morning session. Some schools become disorderly because the music period is crowded into 15 or 20 minutes. The piano can be used at frequent intervals all morning. It can be used for the marches. Frequent marches are good for variety. It can be

used for new music, for the memory music, for the signals, for the surprise periods as well as for the opening and closing exercises. The right kind of music produces the right kind of atmosphere and puts the right kind of spirit into a school. A good pianist will produce the right kind of atmosphere and will have much to do with the control of the school.

There should also be a good piano. If several churches are used, select the one with the best piano for your training in music. In some vacation schools a good piano and a good pianist have done good work without the help of a special song leader.

#### *Song Booklets and Leaflets*

In some vacation schools the words of the songs are printed on charts or big sheets which are hung up before the school. We prefer song booklets or leaflets for two reasons. In the first place, the boys and girls should have words and music. They sing at sight in the public school. Why not give them the words and music in the vacation school? In the second place, if the school is large, not all of them can easily read the words on the chart. Some boys and girls are near-sighted. Some vacation school leaders object to song booklets because there is confusion in passing them out. There need be no confusion if the booklets are put upon a table at the front. As the pianist plays a march, the boys and girls fall in line, march around, and get their books. This gives them needed exercise and at the same time introduces variety.

*Use Standard Hymns*

We have found it best to use only the standard hymns of the church and Sunday School, such as "Faith of Our Fathers," "O, Beautiful for Spacious Skies," "Savior, Like a Shepherd Lead Us," "Fling Out the Banner," "When Morning Gilds the Sky," "I Think When I Read that Sweet Story," "Savior, Hear Us, We Pray," "Dare to Be Brave," etc. We do not find much time for secular or humorous songs. We usually give a pageant as our final program, and by the time the boys and girls have learned a dozen or more hymns and at the same time have thoroughly learned the music for the pageant, they have little or no time for secular music.

We found that the regular hymnals and song books were too bulky for a large vacation school. We therefore used a small booklet containing 40 hymns called "Choice Hymns." Those desiring copies can procure them from the Sunday School Supply House, Peyton Building, Spokane, Wash. (Postpaid 6 cents each in any quantity.)

The boys and girls were taught the choruses from the great anthems, classics and oratorios. Some of these were used for the pageant and some were taught because the boys and girls wanted to become familiar with them. It is better to teach them 8 or 10 worth-while selections than to dip into 25 or 30 songs and not learn any of them thoroughly.

*A Manual of Hymns*

The International Association of Daily Vacation Bible Schools in New York (90 Bible House) has

published a book called "Manual of Hymns, Songs and Marches, with Music Interpretation." It contains 170 pages and sells for \$1.50. The pianist and leader of music should each have a copy. It not only gives instructions for the leader and instructions for the pianist, but also gives hints on pronunciation, exercises for breath control and tone, besides numerous pages on music interpretation. It contains eight marches and more than eighty hymns and songs. This is an indispensable book for leader and pianist. We take it for granted that every vacation school will have a copy, so we shall not take the space in this book to duplicate many of the numerous suggestions.

### *Some Simple Suggestions*

We wish, however, to give a few simple suggestions which have helped us tone up our schools.

When the time comes for the regular music period, the boys and girls are asked to march around and each get a copy of the song booklet or leaflet. If some of the boys appear rather sluggish and apparently are not much interested in the music, the special aim should be to enthuse the entire school in music so they will look forward to this period each day, or, as has been the case in our schools, ask for two music periods a day. One morning after the booklets had been put into their hands, we said, "We are now going to have a few surprises. Before we get through with this next period we may have some boy or some girl come to the platform and sing a solo, and we may pick out the most slug-

gish person to do this. Let's see who is wide awake today. When we give the signal to stand we'll see if everyone can stand up straight." After trying the signals once or twice, we found them all in a good mood. (See Manual for Piano Signals.) Then we said, "Before we sing a hymn we are going to ask the pianist to play it about as fast as lazy folks like to sing it. Now listen to this. (Pianist plays slowly.) Do you like it? Well then, listen to this. (Pianist then plays selection in quick time.) Now, how many of you think you can begin on the first word, keep up with the music and sing every word of the first verse? We'll try it." It was a surprise to see how quickly a sluggish element became very much interested in the music period. The boys were as much interested as the girls and the big boys fully as interested as the small boys.

When we were preparing for our final pageant and needed a special chorus we said, "We need a chorus of 50 voices, and we shall give every boy and every girl a chance to win a place in this chorus. All who are willing to try for a place can come to the platform and sing, all alone, one line of a certain hymn which the pianist is going to play for us. All who have the courage to try for a place, please stand." The big surprise was not that so few, but that so many volunteered.

### *Vocal Exercises*

The boys and girls in the public schools are accustomed to vocal exercises. They like them. They should be given every morning perhaps immediately

following the opening worship. Ask the boys and girls to stand erect, to stretch out their arms in front on a level with their shoulders, then tell them to sing a long "oh," following the pianist as she plays starting on middle C, going up the scale an octave and down again. As their voices go up they raise their arms until extended over their heads, and as their voices go down they lower their arms. From the C scale they go directly into the one on C sharp, a half tone higher, moving the arms the same way. Then D, D sharp and E. This will usually take them high enough, although sometimes the scale on F can be taken very easily. Another exercise is identical, except that the boys and girls sing "ah" instead of "oh." In using this syllable there is a tendency to get a rough throaty tone, such as "aw," but they should be told that a real "ah" requires a smiling position of the mouth.

### *A Clear, Sweet Tone*

In some Sunday Schools and in some vacation schools the music degenerates into noise. Sometimes the leader who believes in noise urges the boys and girls to sing more loudly. This is especially true when there are visitors present and the chorister wishes to "show off." Boys and girls may be encouraged to sing faster, but seldom if ever should they be urged to sing more loudly. Most of them need to be told to hold in and not force their voices. Three things should be brought to their attention again and again—attack, pronunciation and sweet tone. They can have a good attack without a harsh

tone, and they can have a good pronunciation without increased volume. By way of encouragement, tell them occasionally, "You are doing very well, better than I expected, but there are two things I would like to see improved. We'll sing that verse again, and we'll remember to pronounce each word carefully and at the same time we'll work for a good, clear, sweet tone—not noise."

### *A Little Rivalry*

Partly to rest their voices and partly to give variety it is a good thing to divide the school into four groups; young boys, older boys, young girls and older girls. Then ask each group to sing a verse alone, or all the girls on one verse and all the boys on another. If you wish to rest their voices and at the same time make good use of the moment or two intermission, say, "I am wondering how many of you would be willing to sing a verse of this song all alone. Those who are willing to try it, please come to the platform. I admire the people who are willing to try." This gives you a good chance to test those you have confidence—and a vacation school should develop confidence. Frequently a boy will say, "I don't care if they do laugh at me, I'm going to try it anyway."

### *The Worship*

Last but not least we want to say a few words about the worship. Following the singing of "America," and the salute to the flag, we have our brief worship period. Sometimes it consists of

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singing the last verse of "America" softly, a prayer followed by the Lord's Prayer, and then a prayer hymn such as "Savior, hear us, we pray, Keep us safe through this day." The worship period need not be long, but it should not be broken into by any song practice. If new music is to be taught, or if corrections are to be made concerning their singing, let it be done in a later period and not during the worship period.

Our boys and girls like to sing the doxology. They like to sing the response to the Commandments. They have also been taught to chant the Lord's Prayer. The music during the worship period should produce such an atmosphere that during the prayer the boys and girls will want to bow their heads and close their eyes, not because you request it, but because they feel like doing it of their own accord.

## IX

### STORY TELLING

**B**OYS and girls like stories. They not only like them in the home and in the school, but they will go a great distance to attend a story-telling hour in the public library or to hear good thrilling stories in a vacation school. They not only like to hear stories, but, strange to say, they like to retell them. They retell them not only to their friends when they go home, but they are willing to retell a story before the entire vacation school as soon as the story has been told by the leader. It always adds a bit of interest when the leader can say, "I am now going to tell a story, and as soon as I finish it I may call upon some boy or girl to come up to the platform and retell it. It may be that I'll call upon some boy or girl who is not sitting up straight, or who is not giving me undivided attention."

Some vacation schools have become very successful which were started with only three program features; stories, music and Bible. Even if a community cannot easily secure leaders for handwork, it can easily find some leader who is a good story teller and who loves to tell stories to appreciative boys and girls. Today there is a wealth of books containing good stories for boys and girls of vacation school age.

*Education by Stories*

Carolyn Sherwin Bailey in her book, "For the Story Teller," says, "The new-old art of story telling is being rediscovered. We are finding that the children's daily story hour in school, in the neighborhood house and at home is a real force for mental and moral good in their lives. We are learning that it is possible to educate children by means of stories."

She tells about a tired-out, unenthusiastic school-teacher who looked upon the story hour as "just one lap in the march of the day's routine, a period to be finished as soon as possible, and she began it in a stereotyped way". Then she continues, "In contrast, one is reminded of another teacher, who opened her story hour in a different way. In point of fact, she did not really open it at all in the formal understanding of the word. Nor did she have any specified period of the day for telling stories. When her class was fatigued and needed a note of relaxation, when they were restless and needed calming, when they seemed to need inspiration, she gave the signal for books and pencils to be put away, and with no further introduction she took the children with her to Story Land for a space, opening her story in such an interesting way that she compelled attention without asking for it."

*A Surprise Period*

Some vacation schools are too stereotyped. The leaders think that the entire program of the day should be run by the clock instead of by the mood of the leaders and the mood of the school. Just at

the very time that public schools are beginning to break away from the stereotyped way of doing things as part of the day's routine, some vacation school leaders are trying to put more "routine" and less "elasticity" into the vacation school. Why should a daily vacation Bible school program call for just 20 minutes of story telling from 9:37 to 9:57 each day, when instead of 20 minutes it may seem best to have 40 minutes, and instead of having the story-telling period before 10 a. m. it may be best to have it at 10:30 or 11 a. m. A morning program which runs from 9 to 12 should have frequent surprise periods in addition to the 11 o'clock Surprise Hour. Story telling is one of them.

### *Several Story Periods*

One day we had three short story-telling periods instead of one. Following the worship period, we had a story on conduct. A little later we had a Bible story which was dramatized a day or two following. Before the morning session closed we had a missionary story which was retold by one of the pupils. Sometimes a visitor who can tell stories to children, and who has recently come back from a foreign trip, drops in, but can stay only a few minutes. If we followed a set program we would not ask that visitor to speak, but we are willing to side-track our regular program in order to give the boys and girls a treat. A leader of a vacation school must have many things up his sleeve, must be ready to change his program on a moment's notice, but must at all times be master of the situation.

*Stories of Suspense*

It is possible for stories in a vacation school to have such a grip upon boys and girls that when they go home they will tell them to others, and the next day many new faces are seen in the school because these other boys and girls want to hear the stories, too. Some vacation schools begin with a large number, but the attendance dwindle. A vacation school should be larger, not smaller, at the end of the second week. If the right kind of stories are told and the right kind of a program is given, the attendance is sure to increase. In fact, the attendance will increase, not because of the leaders but in spite of them.

Stories of suspense are fine to keep up the interest daily. As a sample we give in a modified form a short story told by Henry Drummond when he once spoke before a Boys' Brigade—One time a boy lived in the country with his poor mother. One day his mother said to him, "We are poor, and I am going to ask you to go to the city and get work. I want you to save your money, and I hope you can soon send for me." The boy got ready to go away. He had never seen a big city, so was very eager to go. As he was about to leave home, his mother said, "You'll need some money, so I am going to give you 30 pieces of silver. I'll sew the money in your coat so you'll not lose it and robbers will not steal it." Then she kissed him good-bye and said, "There are two things I want you to remember—trust God and never tell a lie."

The boy traveled over the desert and toward even-

ing he drew near to the city. He saw a cloud of dust. He looked again and saw that horsemen were coming toward him. Soon he saw that they were robbers. One of them rode up to the boy and said, "My boy, what have you got?" (It might be well to ask the boys and girls what answer they think the boy made. Draw them out.) The boy remembered the last words of his mother, "Trust God and never tell a lie," so he said, "I have 30 pieces of silver sewed up in my coat." The robber rode away, saying to himself, "That boy acts foolish." Another robber rode up and said, "My boy, what have you got?" The boy replied, "30 pieces of silver sewed up in my coat." The robber laughed at him and rode away thinking the boy was not right. Then the leader of the band rode up, and when he asked the boy what he had and the boy told him he had 30 pieces of silver sewed up in his coat, the leader jumped off from his horse, felt of the boy's coat and counted 1, 2, 3, until he had counted 30 pieces of silver. (Now ask the boys and girls what they think the leader did. Draw them out. If you want to create more suspense, tell the boys and girls that perhaps we had better wait until tomorrow before we finish the story. Of course, their reply will be, "No, tell it now.")

The leader of the band leaned on his spear for a moment and then said, "Why did you tell me you had 30 pieces of silver?" The boy said, "Because of my God and because of my mother. When I left home this morning my mother said, 'Trust God and never tell a lie.'" The leader withdrew for a few

moments, then came back dressed, not like a robber, but as a merchant. He said, "I am a merchant in the big city, but sometimes I rob. I have been wanting to do something for my God and for my mother. I promise now that I will never rob again. I want you to go to the city with me and work in my store. I'll pay you good wages, so you can soon send for your mother. I have been looking for a long time for a boy who will trust God and never tell a lie."

### *Good Story Books*

In the bibliography at the close of the book will be found a list of good story books, but we wish to call special attention here to three books by Kerr, published by Fleming H. Revell Co. They are "Children's Story Sermons," "Children's Missionary Story Sermons" and "Children's Gospel Story Sermons". Each book contains from 50 to 75 stories. They are short, true to life and especially good for a vacation school. Revell Co. also publishes "If I Were You," by Chambers; "Sunny Windows," by Bowie; "Fifty Missionary Heroes Every Boy and Girl Should Know," by Johnston, and the following five by Mary Stewart: "Tell Me a Story I Never Heard Before", "Tell Me a Hero Story", "Tell Me a Once Upon a Time Story", "Tell Me a Story Of Jesus" and "Tell Me a True Story". There are also good books by the Judson Press, the Abingdon Press, the Westminster Press, the International Daily Vacation Bible School Association, and Doran's. There are many good books on Bible stories. Both the Judson

Press and the Westminster Press have some excellent courses for vacation schools. In the "Manual of Graded Bible Courses" put out by the International Association of Daily Vacation Bible Schools, there are 50 Bible stories with references to authors who have told them well.

# X

## THE VERSE FINDING

ONE day the boys and girls were asked to vote upon the most popular feature in a vacation school. We were wondering which would receive the most votes. Some of us thought that picnics and swims would be the most popular. Others thought that motion pictures, dramatics, music, pageantry or story telling would head the list. Each member of the school from 8 to 15 years of age was asked to write on a slip of paper the three favorites. They were told to do this without consulting others as we wanted individual opinions. We were much surprised to find that verse finding received the most votes. Think of it! Verse finding more popular than motion pictures or picnics.

A little later we asked our other vacation schools to take a similar vote and verse finding again topped the list. We shall therefore give more space to this feature in this book than has been given in other books on vacation schools.

### *A Worth-while Feature*

There are several good reasons why verse finding should have a prominent place in a vacation school. We call these schools "Daily Vacation Bible Schools". The Bible should be at the very heart. The verse-finding contest teaches the boys and girls

the books of the Bible. It teaches them to find the references rapidly. It helps them to memorize Bible verses. It is competitive and therefore a game. It teaches team work. It trains both mind and hand. It teaches concentration. It gives everyone something to do. The verse finding can be closely associated with dramatics, the marching, the music, the story telling and the recreation features as we shall show a little later.

### *New Testaments Used*

Not every church is well supplied with Bibles. In some churches there are enough Bibles for a large vacation school, but the Bibles are of different versions and of different sizes, and sometimes are badly worn. For verse finding the authorized version is better than the revised, and the Arabic chapter numerals are better than the Roman. The boys and girls might be asked to bring their own Bibles, but there are several objections. In the first place, they must carry them back and forth each day or many Bibles will be lost or misplaced. In the second place, they will bring all kinds of Bibles, and some of them may bring Bibles with thumb index. In the third place, some will come without their Bibles and thus be deprived of the verse finding feature.

After trying out several plans with mediocre success, we decided to purchase from the American Bible Society several hundred of the small New Testaments costing from ten to twelve cents each. These were taken to the vacation school in a suitcase and kept there. When the time came for verse find-

ing, while the pianist played, the boys and girls marched past the suitcase and each one took a Testament. When the contest was over there was another march and the Testaments were returned to the case for use the next day. In this way everyone had a Testament of the same kind and no one had an advantage over another.

### *Conducting a Contest*

In every vacation school there will be found two or three who are much speedier than the rank and file in finding Bible verses. If these two or three find as many verses as all the others combined it will tend to discourage the others. To eliminate this one-sidedness we say, "We are now going to give 20 references, and the 20 boys and girls who find them will come to the platform as soon as the references are found." In this way we give 20 different boys and girls the opportunity of finding a verse instead of having two or three of them find most of them. Or we might say, "Today we are to have 60 references. There will be three rounds of 20 verses. We wonder how many of you can come to the platform for all three rounds." Or better still we might say, "We are to have three rounds each day and at the end of the week we'll find out who have come to the platform the most times." This helps secure regular attendance.

### *Keeping the Record*

Much valuable time is lost in verse finding contests in vacation schools and in Sunday Schools if

as soon as a person finds a verse it becomes necessary to pause while the name is written down. If 20 people come to the platform, some younger person can keep the record as the boys and girls come to the front while the rest of the school goes on with its verse finding. When a vacation school enrolls from 200 to 400, every moment must be guarded. In a vacation school, boys and girls never complain because they are worked too hard. The trouble is some of them are not kept busy all the time. The less delay there is in the daily program, the less will be the confusion and disorder. We frequently announce on a Monday morning, "We are to have 60 verses each day in three rounds of 20 each. We shall take the names only of those who come to the platform each day for all three rounds." When the three rounds are over we say, "Those who have been to the platform every time please stand." The record is then taken.

#### *Memory Work Included*

Both to relieve the tension of a continuous contest and to get the boys and girls to memorize at the same time, we have some memory work between each round. After 20 references have been given and 20 boys and girls have gone to the platform, we usually comment upon the fact that more boys than girls or more girls than boys are upon the platform. The 20 are then asked to take their seats. All are now eager for the next 20 references, but here is where we give them a little rest period while a little memory work is done. The leader can say, "Be-

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fore we have our next round we'll stand and give the books of the Bible" or "We'll stand and give the books of the Bible, but as we give them those who cannot do so will be seated" or "We'll now give three Bible verses from memory"; such as John 3:16, etc. If a Bible story is to be dramatized the next day we frequently ask the boys and girls to read the verses while they have their Testaments in their hands. One day we said, "Tomorrow we dramatize the story of the Good Samaritan. We will now read in unison a few verses giving us the setting, and when we have read them we are going to pick out our characters. Watch carefully as you read." When memory work or dramatization are included in the verse finding contest it is not unusual for a verse-finding period to take 40 or 50 minutes instead of 20 or 25.

### *A Sample Contest*

For the person who has not conducted a verse-finding contest, we are giving a simple outline. While the pianist plays a march, the boys and girls march around and get their Testaments. Before beginning the contest the leader can ask them to turn to the first page of the Testament and read together the names of the New Testament books. It will be found that many of the boys and girls have not learned these in Sunday School. Now ask how many can name the New Testament books without looking on, or, better still, ask that all the boys and girls give them again either by reading them or from memory, and those who can give them without look-

ing on might be asked to stand or come to the platform and give them from memory for the benefit of the others. If you announce that all who can give the books from memory tomorrow can come to the platform and give them in unison you will find that some boys and girls will work hard that night to win a place of honor next day. We do not ask them to do home work, but we stimulate them to do it.

Now if you are about to find verses, say to the boys and girls that since some of them may not have had experience in finding verses you are going to give them references only in Matthew, Mark, Luke and John. Then give the following ten references, asking the winners to come to the platform—Matt. 12:36 (But I say); Mark 6:15 (Others said); Luke 4:19 (To preach); John 7:17 (If any man); Matt. 9:38 (Pray ye); Luke 1:70 (As he spake); Mark 15:25 (And it was); John 12:15 (Fear not); Matt. 12:11 (And he said); John 19:7 (The Jews).

Be sure to tell them to begin reading as soon as they find the verse, and to read quickly and clearly only the first two or three words. Do not try to memorize a verse as it is found. The memory work can best be done between rounds, or at other times. The verse-finding contest is not for memorizing, but for accuracy and speed.

#### *Typewrite the References*

In order to have a great variety of references we have found it best to take some filing cards, 3x5, and typewrite about 25 references on each card. We

prepare from 10 to 15 cards which give us 250 to 300 references. Sometimes we say to the boys and girls, "Those who wish to come at 8:30 tomorrow to find Bible verses can use the Testaments in that case; also these cards." It is not unusual to see 50 to 100 boys and girls in several groups finding verses at 8:30 in the morning. This is much better than keeping them out in the yard waiting for the doors to open at 9 o'clock. Moreover, we have a better opportunity to get well acquainted with them.

Not only do the boys and girls like verse finding in the vacation school, but they tell their Sunday School superintendents to inaugurate the plan on Sunday morning. In some cases where boys and girls were tardy in Sunday School, the superintendent put on a verse-finding contest at 9:30 every Sunday morning with very good results.

#### *Additional References*

Here are some more references for the busy leader who may want to use them:

Heb. 3:19 (So we see); Rev. 7:17 (For the lamb); James 5:9 (Grudge not); Rom. 16:6 (Greet Mary); Acts 21:28 (Crying out); Mark 16:5 (And entering); Matt. 9:38 (Pray ye); John 7:24 (Judge not); Heb. 2:9 (But we see); I Thes. 4:2 (For ye know); Mark 9:1 (And he said); Rom. 7:11 (For sin); Luke 24:43 (And he took); Acts 2:45 (And sold); Luke 15:18 (I will arise); Gal. 4:5 (To redeem); Mark 12:37 (David); James 1:27 (Pure religion); Luke 10:40 (But Martha); I Thes. 4:18 (Wherefore); Luke 17:34 (I tell

you) ; James 2:1 (My brethren) ; Eph. 2:20 (And are) ; Acts 7:35 (This Moses) ; Heb. 2:6 (But one) ; Mark 16:14 (Afterward) ; John 18:39 (But ye) ; II Tim. 4:14 (Alexander) ; I Peter 4:12 (Beloved) ; Matt. 7:13 (Enter ye) ; Acts 28:8 (And it came) ; Luke 4:19 (To preach) ; Rom. 10:2 (For I bear) ; Mark 6:7 (And he called) ; II Cor. 6:7 (By the word) ; John 7:17 (If any man) ; I Pet. 2:3 (If so be) ; Acts 21:26 (Then Paul) ; Rev. 13:9 (If any man) ; Phil. 2:21 (For all seek) ; Rom. 13:13 (Let us walk) ; Heb. 12:29 (For our God) ; Mark 14:71 (But he began) ; II Cor. 3:1 (Do we begin) ; Luke 2:40 (And the child) ; Eph. 3:9 (And to make) ; James 1:11 (For the sun) ; John 1:34 (And I saw) ; Titus 2:6 (Young men) ; Matt. 28:2 (And behold) ; Rom. 11:17 (And if some) ; Luke 10:24 (For I tell) ; Gal. 3:21 (Is the law) ; Rom. 15:1 (We then).

## XI

### THE SURPRISE HOUR

SOME vacation schools have set aside the 11 o'clock hour as the Surprise Hour each day. If boys and girls have been kept quite busy for two hours in music, memory work, Bible work, stories and verse finding, they like a change. This is the best hour for the hand work. Some vacation schools have group work, permitting the boys and girls to choose their favorite occupation. Some of the girls go into a sewing class while others form an advance music class. Some of the boys have woodwork while others are otherwise engaged. The character and amount of the handwork will depend upon the size of the school and the helpers available.

#### *Written Work*

We have had excellent results in our large schools by surprising them occasionally with written work. First we ask them to march around and get a pencil and one sheet of paper. When they have returned to their seats we say, "Our surprise today is a written test." At first they appear a trifle frightened, but when we tell them more about the plan they become quite enthusiastic, and frequently ask for additional tests.

One day we said after the pencils and paper had been distributed, "Write your name and address at

the top of the sheet. Now just below your name and address write this sentence, 'One of my favorite Bible characters, and why.' We will now give you 15 minutes to collect your thoughts, decide upon a favorite character, tell a few things about him, not exceeding the one page, and do it as neatly as possible."

First there is silence and deep thought. Some realize that what they don't know about the Bible would fill many books. When they find out that they know so little, they are more attentive during the following days when Bible work is given.

When the 15 minutes are up, we ask them to bring their pencils and paper to the platform, having another march. We tell them that we shall pick out the best papers and have them read on the next day. We also tell them that we shall give them another chance in a few days to write upon a Bible character. They usually go to their Bibles when they go home and try to become better informed.

### *Why I Like This Vacation School*

On another day we give them pencils and paper, and after telling them to write name and address at the top, we ask them to write one page only upon the topic, "Why I Like This Vacation School". We ask them to give from three to five reasons, putting the most important first. We want them to think for themselves, so we say, "Do not confer with each other, but do your own thinking." Among the answers given were, "I like this school because it makes all work seem like play", "I like it be-

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cause we have Bible stories ", " We learn good manners ", " We have good teachers ", " We have story telling ", " We have verse finding ", " We have games ", " We are kept off the streets ", " We learn about Jesus ".

### *What I Want To Do*

In nearly every vacation school that we conduct we have a written test on " What I Want To Do When I Grow Up ". These papers reveal much originality and produce much merriment, especially when some of the papers are read on the following day. The newspaper reporter is always glad to look over the papers and he frequently writes a good story. Among 70 papers handed in by one group one day, the occupations were distributed as follows: missionary, 15 ; musician, 8 ; nurse, 7 ; teacher, 6 ; stenographer, 4 ; electrical engineer, 4 ; artist, 3 ; physician, 3 ; actress, 2 ; clerk, 2 ; civil engineer, 2 ; lawyer, 2 . The following had one each: preacher, vacation school leader, farmer, draftsman, French modiste, cartoonist, authoress, locomotive engineer, librarian, housekeeper, veterinary, and bacteriologist. It is interesting to find out what they would like to do, but it is more interesting to learn their reasons. One boy who wanted to be a railroad engineer gave as his reason, " Because I can sit up there and see the country, and I get paid for riding."

If the program is crowded and it does not seem wise to ask the boys and girls to write these papers during the morning session, the leader might ask them to write them at home and bring them the next

day. Since boys and girls easily forget, impress upon them that only those who are really dependable will bring their papers with them the next day, while the rest will say, "I forgot." Some of the boys and girls are heard to remark as they pass out, "I'll fool him. I am going home to write my paper right away."

### *Swims at Y. M. C. A. and Y. W. C. A.*

In our larger cities where there is a well equipped Y. M. C. A. and Y. W. C. A., arrangements can often be made once a week for the boys to go to the Y. M. pool and the girls to go to the Y. W. pool at 11:15 or 11:30. In some of the smaller cities where there is a Y. M. C. A. but no Y. W. C. A., the Y. M. C. A. often sets aside one or two days a week as women's day. Arrangements can often be made to have the girls visit the pool on those days. If the school is large, it may be necessary to select small groups for these visits to the pool. When a choice must be made, we give preference to the larger boys or larger girls who desire to go. However, before any of the vacation school people go to the pools, be sure to confer carefully with the Y. M. C. A. and Y. W. C. A. leaders concerning the rules and requirements. Also see that a competent person is in charge and that full instructions are given. Tell them to be careful and not fall down on the slippery tiling. Also tell them that one end of the pool is shallow and the other deep. Before they march over to the pool, tell them that they are advertising the school by their conduct on the

street and that they are expected to be a good advertisement.

### *Motion Pictures*

We frequently have motion pictures, but we always choose our own films. At first we attempted to darken our vacation school auditorium, but it meant poor ventilation, needless delay and unnecessary confusion while the pictures were shown. In one of our schools where the church auditorium was used for the main vacation school, the basement of the church, which had been darkened in advance, was used for the motion picture room. There was little confusion as the boys and girls marched down stairs for 20 or 30 minutes while two reels were shown. We got the best results, however, when we arranged with the manager of a downtown theatre to have the free use of his building for 30 minutes. We furnished our own pictures, but the organist and operator gladly gave their time. We first had a short organ recital or demonstration, and then we had the two reels—one an educational and the other a comic. Some motion picture houses begin their day's work at 11 a. m. In that case it will be necessary to get the use of the building at 10 or 10:15. This will mean a shift of the morning program in the vacation school, putting some of the 10 o'clock features at 11.

Some people have been afraid to march 400 boys and girls several blocks to a motion picture house for fear that there may be rowdyism. We have had no trouble whatever in having the boys and girls go

quietly from the vacation school to the theatre and when the pictures are over return to the vacation school promptly and in good order. Of course, we tell them before they go out upon the street that here is a chance to demonstrate what kind of boys and girls they are, and of course they try hard to do the right thing.

### *Recreation Period*

When we are working on our final program and wish to drill the girls only, or the boys only, at one time, we sometimes tell the boys that they can have a 20 or 25 minute period on the playground or in the gymnasium under the direction of the playground leader, while the girls are having a special rehearsal. Then we let the girls have a 20 or 25 minute period on the playground while the boys have their special rehearsal.

### *A Bible Problem*

As a sample of some of the special things done during the surprise hour, we give below two Bible problems. These are printed and distributed among the boys and girls. We then say, "Tomorrow at our surprise hour we'll see how many of you can give the correct answer." Needless to say, Bibles are searched that night, and some parents are asked many questions:

To the number of men cast into the fiery furnace, add the number of stones David took out of the brook when he went to meet Goliath, add the number of measures of barley Boaz gave Ruth, add the

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number of spies sent into Canaan, add the number of times the Israelites marched around Jericho, add the number of pieces of silver Joseph's brothers received when he was sold into Egypt, add the number of books in the New Testament, add the number of pieces of silver Judas received for betraying Christ, add the number of books in the Old Testament, add the number of persons on the vessel when Paul was shipwrecked, add the number of men Gideon finally selected, add the number of foxes Samson sent into the fields of the Philistines, add the age of Methuselah when he died, add the number of Philistines Samson slew with a jawbone.—E. C. K.

The answer to the above is the same as the number of camels Job had before the Chaldeans took them.—E. C. K.

### *Another Problem*

To the number of books in the Bible, add the number of disciples Christ had, subtract the number of books in the New Testament, add the age of Joash when he became king, add the number of spies sent to Canaan, divide by the number of Egyptian plagues, multiply by the number of loaves used in feeding the five thousand, add the number of times the Israelites marched around Jericho, add the number of sons Jacob had, divide by the number of men cast into the fiery furnace, add the number of days Christ was on earth after His resurrection, add the number of years Solomon was king, add the number of pieces of silver Joseph's brothers received when he was sold into Egypt, subtract the age of

Moses when he died, add the number of foxes Samson sent into the fields of the Philistines, add the age of Methuselah when he died, subtract the number of books in the Old Testament, subtract the number of pieces of silver Judas received when he betrayed Christ, add the number of men Gideon finally selected.—E. C. K.

## XII HANDWORK

**I**N former chapters, we have said that in our large schools we do not have much handwork. This is not because we are in any way opposed to that work, but because we were unable to find enough helpers. Moreover, there was the difficulty of room space and of the cost of materials. A small school will not require many helpers for this. Even in a large school which is not conducted "en masse," but which has much group work, there can be considerable handwork because there can be different classes at different hours. Some vacation schools have had fair success when the handwork was done in the afternoon.

### *A Manual of Handwork*

The one in charge of the handwork should have a copy of "Manual of Handwork," issued by the International Association of Daily Vacation Bible Schools, 90 Bible House, New York. It contains 78 pages, and has many illustrations. Among the chapter headings are: Baskets, Chair Caning, Cord Work, Crocheting, Knitting, Rug Making, Sewing, Weaving and Wood Sloyd. It also has a chapter on "Fundamentals of Handwork," and discusses some of these topics: Bible Manual Work, Hospital Gifts Made by Children, Treatment of

Material, Occupations for Various Ages, Kindergarten, and General Suggestions.

*General Suggestions*

Among the 17 general suggestions we find these: Have all work planned on previous day. Have each child's work prepared with the child's name attached. Before the children are allowed to claim any articles, they should, if possible, pay for the material used. Work intended for donation to hospitals should be the outcome of intelligent sympathy; therefore let a committee visit a hospital in advance. Watch lest the children imbibe habits of untidiness by leaving the floor littered by bits of raffia or other material at the close of the industrial hour. The value of the industrial hour lies as much in teaching habits of neatness as in making attractive articles. Every teacher should have a workbag with her equipment—tape-measure, scissors, pencil, small notebook, pin-cushion, needle-book, thimble, thread and emery bag. Do not make anything in the class which is without some utility value. When the spirit of restlessness becomes too marked during the industrial period, stop the work, as it will not be well done while things are in this condition. Sing a song, play a game, or if the day is too warm for even slight exertion, tell stories until there is a change in the mental attitude of the class. Remember that it's a "vacation school," and while system and order must be maintained, the happiness of the children is a primary consideration from beginning to close.

Even where vacation schools cannot do much with

*Bible Manual Work*

basketry, chair caning, carpentry and rug making, the boys and girls can do Bible manual work. It can be in the nature of a blank-book record of Bible stories told each day. The pages can be illustrated with pictures, maps and drawings. Original summaries of stories may be written, illustrated with Bible pictures cut from Sunday School papers. Sometimes the small colored Bible picture cards which have been discarded can be passed out and each one can be asked to tell the story suggested, and a little later to write it in the book. Another good plan is to have them write upon "One of My Favorite Bible Characters, and Why," as suggested in the chapter on the surprise hour.

*Relate All Work to the Bible*

Because these schools are Daily Vacation Bible Schools, all work as far as possible should be related to the Bible. In the foreword to the book mentioned above, "Manual of Handwork", we find this good advice—Teachers of handwork should plan to make the work productive of moral growth and further to connect the day's work with the day's Bible lessons and habit talks. If the handwork is map making, sand-table work or preparation of Bible books illustrated with pictures, the connection is obvious, but even sewing might recall a Bible event, and children enjoy finding the passages, *e. g.*, the story of Samuel's little coat, of Dorcas, and the hem of the Savior's garment. If the pupils make toy animals have the story of Noah looked up.

*A Final Suggestion*

As we have said before, much will depend upon the size of the school, the buildings used, and the dependable helpers at hand. In our first school we tried to carry out the handwork program and were quite successful when the school was small, but as the attendance increased our most serious handicap was a scarcity of dependable helpers. The boys and girls were never fooled when we promised them music, stories, verse finding, memory work, pageantry and dramatics, but sometimes we had to apologize because someone who promised to come at 11 a. m. to help in the handwork 'phoned at the last moment that he or she could not come. Disappointment hits a school hard. A vacation school will continue to grow if the helpers are dependable, and the boys and girls are not disappointed. One reason why some large vacation schools start with a large number and then dwindle in attendance is because the school did not give entirely what it promised.

We prefer to call the 11 o'clock hour the surprise hour, and we give as much special work as we can when we subdivide into groups, but we have found that when we give the boys and girls their choice of carpentry and sewing, verse finding and story telling, they seem more anxious for verse finding and story telling than for the regular handwork. This shows that you can keep up the interest during the morning session even if all of them are not engaged in handwork.

## XIII

### HEALTH AND HABIT TALKS

**I**N the "Manual of Graded Bible Courses and Habit, Health and First Aid Outlines," published by the International Association of Daily Vacation Bible Schools, there are several pages given to health and habit topics from which the teachers can select such as appear to be best suited for that day or for that community. Among the topics are Patriotism, Hygiene, Swat the Fly, Drinking Water, The Nose, The Mouth, The Hands, The Feet, The Ears, The Eyes, The Skin, The Body, Clean Clothes, Tidiness, Truthfulness, Carefulness, and Faithfulness.

In a small book published by the Pilgrim Press, called "The American Vacation Lessons," there is found the Children's Gode of Morals, as follows: Laws of Health, Control, Self-reliance, Reliability, Clean Sport, Duty, Good Workmanship, Team Work, Kindness, Loyalty, Reverence. Because of these and other good books giving suitable material we shall not go into detail, but we shall give two or three instances which will show how habit and health topics can easily fit into the daily program.

#### *The Boy Who Forgot*

"The Boy Who Forgot" is a sample of a story told one day. On the preceding day some of the boys had thrown their hats on the floor in the check room instead of hanging them up. We did not scold

them, but we told a short story, speaking somewhat as follows, "There is something I want to say to you this morning, and I am going to say it by telling a story. One time there was a boy who had a mother who was very devoted to her son. She would often sacrifice her own good times in order that her boy might have a happy time. She tried to dress him well. She always wanted him to be neat and courteous. She would work hard each day to give him good food and to keep his clothes in good shape. Sometimes, after the boy had gone to bed at night, the tired mother would sit up an hour or two mending his clothes. Now there was one thing which this boy did every day, and several times a day, which his mother did not like. When he came into the house he would throw his hat and coat upon the floor or in a chair instead of hanging them up. His mother tried to teach him to hang up his hat and coat, but he was very careless. Day after day, the poor, tired mother had to follow him around and pick up his clothes. One day the boy went away from home, and he still had the habit of throwing his clothes upon the floor. Yesterday, when I looked into the check room, I saw some hats on the floor. I wonder if we have in this school any boys who are making their poor, tired mothers extra work by compelling them to pick up their hats and coats every day. If so, I wish that for the sake of your good mother you would make up your mind today that never again will you put extra burdens upon her shoulders."

This little story had a wonderful effect upon the

boys. The next day they vied with each other to put their hats in place. They did not want to advertise the fact to the leaders in the school or to the other boys that they were careless in the home. A little later, a mother came to the vacation school and said to the leader, "I don't know how much Louis is learning in music and in the Bible, but I know that he is a much better boy in the home. When you told that story about a careless boy who did not hang up his hat, he came home and told me that he was sorry he had been so careless, and that he had made up his mind to do better in the future."

### *Another Incident*

In our Seattle school a High School girl had written a paper on "What I Want to Do When I Grow Up". It was a very good paper, and the next day we called special attention to it. We asked her if she would be willing to read it. We were surprised to hear her say that she did not like to tell the others what she wanted to do because she was afraid they might laugh at her. We asked her why she thought they would laugh, and she said, "In High School, when we were asked to tell about our life work plans, I told them what I wanted to do, and they gave me the laugh." Now we could have dropped this discussion at this point, going on with our regular program, but here was too good a chance to do two or three things at once. We sidetracked our program for 15 or 20 minutes.

In the first place we said to the school, "Have all the boys and girls in this room enough courtesy

and control so they will not laugh at Mildred if she has the courage to tell us what she would like to do when she grows up? Those who think they have, hold up your hands." Immediately all held up their hands. Then, without asking Mildred if she would come to the front to read her paper, we tried to develop her courage by asking her if she did not feel proud enough of her vocation to tell us about it even though some might want to laugh," adding, "You know there are some people in this world who never do much themselves, but they are always ready to make fun of others." This last remark made Mildred feel that she was ready to tell about her plans even though every one in the room laughed at her, so she quickly came to the front, amid applause, and read her paper. When she finished her paper there was more applause. They admired her courage and independence. In her paper Mildred said that she planned to go to a university where she could learn to be a children's dentist.

We might have closed this incident at this time, but since Mildred had given several good reasons why she preferred to be a children's dentist, we took occasion to compliment her good judgment, and at the same time to tell about the importance of carefully looking after the teeth every day. We had been waiting for an opportunity to say something about the proper care of teeth, and this gave us the point of contact.

The experiences of the day will often present an opportunity to say something about health and habit. Sometimes we read in the paper that a small boy is

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killed by an automobile. This gives us an opportunity to talk to the boys and girls about "Safety First". We tell them that on their way to the vacation school, or on the way home, they should not rush across the street in front of an automobile or a street car. Just before we have a picnic we talk to them about the importance of being careful when climbing, or rowing, or swimming. Memory work and music are important in a vacation school, but we must also remember that valuable lessons on how to live and how to act can also be taught.

## XIV

### DRAMATICS AND PAGEANTRY

SOME people think that dramatization of Bible Stories is extremely difficult. Perhaps they think that special costumes and extra equipment are absolutely necessary. We visited a vacation school once where the leader was trying to drill a few characters while the other boys and girls were extremely restless. Frequently the leader would say to the noisy ones, "Sit up and keep still." It is not at all difficult to secure the interest and attention of two or three hundred boys and girls when the Bible Story is read and re-read by them, and then dramatized.

As an illustration, suppose that we have just finished our verse-finding contest and the Testaments are still in the hands of the boys and girls. We say, "Before we march around and bring back the Testaments, we are going to do something different. Please turn to Luke 10:25. As soon as you find the verse, do not read it, but just hold up your hand." Now, when the majority have raised their hands, we ask them to read in unison the verses 25 to 29 as follows:

"And, behold, a certain lawyer stood up, and tempted him, saying, Master, what shall I do to inherit eternal life? He said unto him, What is written in the law? How readest thou? And he an-

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swered, Thou shalt love the Lord, thy God, with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbor as thyself. And he said unto him, Thou hast answered right: this do, and thou shalt live. But he, willing to justify himself, said unto Jesus, And who is my neighbor?"

After they have read in unison these verses, we say, "Before we read any more, I want several of you to give me an answer to this question, What would you say if you were asked this morning, 'Who is your neighbor?' Who has an answer? Hold up your hand. (Draw them out. Stimulate their thinking. Compare their answers.) We are now going to read the answer Jesus gave. His answer was a story. Let us read it together, verses 30 to 37."

"And Jesus answering said, A certain man went down from Jerusalem to Jericho, and fell among thieves, which stripped him of his raiment and wounded him, and departed, leaving him half dead. And by chance there came down a certain priest that way; and when he saw him, he passed by on the other side. And likewise a Levite, when he was at the place, came and looked on him, and passed by on the other side. But a certain Samaritan, as he journeyed, came where he was; and when he saw him, he had compassion on him, and went to him, and bound up his wounds, pouring oil and wine, and set him on his own beast, and brought him to an inn, and took care of him. And on the morrow when he departed, he took out two pence and gave them to

the host, and said unto him, Take care of him; and whatsoever thou spendest more, when I come again I will repay thee. Which now of these three, thinkest thou, was neighbor unto him that fell among the thieves? And he said, He that showed mercy on him. Then said Jesus unto him, Go, and do thou likewise."

### *A Simple Dramatization*

While the boys and girls still have their Testaments in their hands, tell them that you are going to select boys and girls to act out the story. Also tell them that the ones who take the parts of the leading characters should pay no attention to the others in the room, but should think of their work. Also say to the others that sometimes when Bible stories are dramatized, there are people who think it is funny and they laugh at those taking part, but that there is nothing at all funny in this part of the program, and that all are asked to refrain from laughing. A few words of caution at the very beginning will help produce the right kind of an atmosphere, so that all present will enter into the spirit of the occasion.

The leader now reads those verses again, and the characters are selected as he reads. First a boy is asked to represent the man who went down from Jerusalem to Jericho. We ask him to take his place at the side of the platform. Then we ask three or four boys to hide behind a chair or behind the piano on the platform so as to lay hold of the first boy when he walks across the platform. Next we select a boy to represent the priest and another to repre-

sent the Levite. A larger boy is selected as the Samaritan, and another as the inn keeper. We now read the story slowly while these boys act it out. We then try another group of boys or girls. We ask for friendly discussion, and each time we seek to improve the dramatization. If we are to dramatize the story a little later before an audience, we plan for simple costumes, but we do not require the boys and girls to bring extra materials to the vacation school for the daily dramatization. We care more for the acting of the story than for the dress.

### *Three Good Books*

The one in charge of dramatization will find these three books very good: "Dramatization of Bible Stories," by Miller (University of Chicago Press); "The Good Samaritan," by Cole (Richard G. Badger, Boston); and "Dramatized Bible Stories for Young People," by Russell (Geo. D. Doran Co., New York). Any one of these books will give simple suggestions for dramatizing at least a dozen Bible stories. The "Manual of Graded Bible Courses" and the "Supplemental Manual," by the International Association of Daily Vacation Bible Schools, also contain special material. However, much of the success of your work will depend upon the initiative of the leader. Some leaders are better than others in selecting suitable stories and in assigning them quickly for dramatization.

Sometimes, after the boys and girls have read a Bible story, they themselves select the leading characters and tell how each should act. If there is a

difference of opinion, ask them to make an investigation and report the next day. This is one way to get them interested in the facts of the stories. Among the Bible characters most frequently dramatized are Joseph, David, Moses, Ruth, Queen Esther, Abraham, the Boy Samuel, Naaman and the Ten Virgins.

### *Pageantry*

Pageantry plays an important part in our schools because we always give a pageant as part of the final program. It can be of a patriotic or missionary character, or it can feature religious education. If patriotic, we sometimes have a Miss Columbia, an Uncle Sam, soldiers, sailors, and Red Cross nurses. We usually have in the background a big chorus of young ladies dressed in white, and in the foreground many of the smaller children. We frequently have the boys carry United States flags.

When the boys and girls know that a pageant will be given before a large audience on the closing day, there is a great incentive for them to be regular and punctual. Moreover, they will work harder in the regular sessions and in the extra rehearsals.

Another kind of pageant is that with a missionary appeal. In this connection have boys and girls dressed in native costumes representing many nations of the world. We give the boys and girls their choice as far as possible, but we tell them that they must prepare their own costumes. We give them a day or two to decide upon the country, and then we begin to prepare our final list. Our experi-

ence has been that the majority of the boys prefer to be Indians or Negroes, while the small girls like to be Japanese. Of course, there are many in every vacation school who will represent whatever country you suggest. We usually begin with the secular and close with the sacred: *i. e.*, after the nations of the world have assembled, we introduce the missionary element by having a band of missionaries come upon the platform while the choir sings, "We've a Story to Tell to the Nations" or "Lovely Appear". We get better results by preparing our own pageants and adapting them to the platform and to the number taking part than by attempting to follow entirely any regular printed pageant.

### *An Outdoor Pageant*

When we gave a final program in a city park and speaking parts were omitted, we featured the music and the costuming. The order of the pageant was somewhat as follows: Two boys carrying large United States flags escorted the chorus of 100 older girls to the band-stand platform, and as soon as the chorus took its place near the piano the pianist played the "Star-Spangled Banner". The audience arose and joined with the chorus in singing one verse. The chorus then sang a missionary selection, "Go Ye Among All Nations", while another chorus of girls came to the platform. They sang "We've a Story to Tell to the Nations" and "Faith of Our Fathers Living Still". Then came the heathen nations of the world while the choirs on the platform were singing "From Greenland's Icy Mountains".

The representatives of the heathen nations knelt while the choirs sang softly "I Can Hear My Savior Calling".

The rest of the pageant was of a patriotic character. While the school sang "O Beautiful, For Spacious Skies", one of the boy choirs came to the platform, each boy carrying a flag. Next came Miss Columbia, followed by the Primary children, while the choirs sang "O Columbia, the Gem of the Ocean", followed by "My Country, 'Tis of Thee". Another boy choir came to the platform with white crosses while the choir sang "Lead On, O King Eternal". The 250 boys and girls then sang the anthem, "Lift Up Your Heads".

#### *Another Pageant*

The Century Company, New York, has published a pageant by H. Augustine Smith, called "The Light of the World". This pageant was first given at the World Sunday School Convention in Tokyo, Japan, October 8, 1920. It has five scenes: 1. Prophecy of the Coming of the Lord. 2. The Manger at Bethlehem. 3. The Vision of Isaiah. 4. The Light from Bethlehem Spread Into All the World. 5. Consecration and Coronation.

While this pageant is especially good for a Sunday School convention, it can be given in modified form by a Daily Vacation Bible School. The music is good, the movement is rapid, and all the parts are impressive.

## XV

### KINDERGARTEN AND PRIMARY

**I**N a former chapter we said that some vacation schools used two, three and four different churches. In case four churches are used, it might be well to have these four departments: Kindergarten, Primary, Junior, and Intermediate. If only two churches are used, it is suggested that the Kindergarten-Primary go to the one church and the Junior-Intermediate go to another.

The younger children respond quickly to an invitation to come to a vacation school, especially when they can come with older brothers and sisters. The parents are usually glad to know that these little ones, who have nothing to do but play, are in a safe place. Careful provision should be made for their instruction and care.

In one of our vacation schools which continued for four weeks, we conducted it the first week for boys and girls from 8 to 12, but on the Friday of the first week we announced that children 4 to 7 years of age could be brought the next Monday morning, when we started our Primary department. We then conducted the Primary work for the next three weeks.

#### *The Rooms*

The best rooms available should be used. Fine furnishings are not essential, but there should be

space for a variety of activities and for plenty of fresh air. Basement rooms so often found in churches are not desirable because of the difficulty in securing proper light and ventilation. A near-by playground is a valuable asset. Many churches are fortunate in having shady yards which can be used for the play period, and even for some of the class work.

### *The Equipment*

Much of the equipment which is provided for the Beginners' and Primary departments of the Sunday Schools is valuable for a vacation school, such as the small chairs, the tables, the blackboard, and the piano. It may be necessary to secure materials for handwork such as scissors, crayons, paste, paper, pictures, clay, etc. Samples of wall paper which the dealers are usually glad to give away are very useful. Old magazines furnish fine pictures which may be cut out and used to illustrate stories or to make scrap books or posters. Music books for the pianist, and several books on programs and methods for the leaders should be included in the equipment. (See Bibliography in last chapter.)

### *The Helpers*

The leader or teacher and the pianist are the two important factors in having a successful Kindergarten or Primary department. Other helpers may be recruited from the teaching staff in the Sunday Schools, from the ranks of the mothers or from the older girls in the vacation school. The number

needed will depend upon the size of the department. The teacher who has had experience with children in the Kindergarten or Primary grades will have little difficulty in planning the work for the vacation school.

The suggestions in regard to the pianist which have been given in the chapter on Music apply also to the one who plays for the younger children. The quality of the singing and the spirit of the marches and of many of the games depend upon her. The ability to play the needed music from memory is a great convenience, will save much valuable time, and will eliminate restlessness. In many instances the pianist is also an assistant in helping with the hand-work, the dramatics, and games.

### *The Program*

The wise teacher will make up a program before the school begins. She will know what themes are to be presented and what material will be needed. Valuable suggestions for programs and courses of study are found in the following books: "Listening To Our Heavenly Father", Towne; "Talking To Our Heavenly Father", Towne; "Beginners' Book in Religion", Baker; "First Primary Book in Religion", Colson, and "The Mayflower Program Book", Perkins-Danielson. These books also furnish much material for stories, games and handwork.

It is helpful to have a plan for each day's work. We must be sure that there is a variety of activities, so they will not become weary of any one thing. They should be kept busy but should not be crowded.

Among the periods may be—singing, story telling, marches or drills, games, handwork, dramatization of stories and play. Usually two or three brief intermissions are necessary, depending upon the length of the morning session. When toilet facilities are limited in the church, it may be best to let the boys and girls have their intermissions at different times. Drinking water is in great demand on hot summer days, and a good supply of pure water should be provided. A little experience will show the teacher what arrangement of the program is best suited to the conditions of her school. If possible, get for your leader someone who has had experience superintending a Primary department, or who has had charge of children in the public school.

### *The Music*

The little children do not need a large variety of songs, but they like to repeat their favorites frequently. Good songs are found in "Carols", by Leyda; "Melodies", by Leyda, and "Songs for Little People", by Danielson. In teaching new songs, be sure that the children understand the words. Pictures often help to explain the song. The children like to make posters to illustrate the verse they are learning. They should be encouraged to sing with sweet, clear tones, and should not be urged to sing more loudly.

### *Stories*

The story hour is an important part of the daily program. If the space permits, let the chairs be ar-

ranged in a circle. Before the story for the day is told there may be given a health or habit talk, or a little conversation which will prepare the children for the new story. Then come rest exercises or finger plays. Be sure the children are comfortably seated before attempting to tell a story. There is much story material which is interesting to children of this age, but since this is a Daily Vacation Bible School, the Bible story should hold first place. Wonderful truths are presented in these stories from the Great Book. They are of untold value in helping the children to higher ideals. Not only are the stories to be told once, but the children love to retell them. They delight in finding the pictures which suggest the stories, and a favorite occupation is the searching of old magazines to find pictures that can be used when an illustrated story book or poster is to be made.

Often the story can be dramatized. One that our children liked best was "The Lost Sheep". This is especially good because a large number of children can take part. It is unwise to attempt even a simple form of dramatization until the children are very familiar with the events of the story.

If a story is well told, it teaches its own lesson. Explanations of the stories are unnecessary, but often a song or a memory verse well help to reinforce the truth.

### *Games*

A well-balanced program for little children provides for exercise of body as well as mind. Directed

play also gives opportunity for training in the ethics of fair play, in unselfishness, and in self-control. Rest exercises may often be in the nature of games. At least once during the morning session there should be an intermission of 15 or 20 minutes for outdoor games. Soft balls and bean bags can be used in a variety of games. Singing games such as "Farmer in the Dell" are popular, and "Drop the Handkerchief" is still in demand. If the weather chances to be very hot, the children do not care for vigorous action, but prefer the more quiet games.

It is an advantage to have several helpers for the play period, as many games are best adapted to small groups. Sometimes the older girls in the vacation school give special assistance during this period. This has a double advantage. It permits them to help the smaller children, but it also gives them valuable training.

Marches, easy drills and rhythmic exercises help to vary the program, and they give direction to the natural activities of the children. The exercises also help to train in self-control.

### *Handwork*

The purpose of handwork is more than mere "busy work". It gives the child the pleasure of creating something. It helps to train the little hands in accuracy. It teaches the children the use of materials. It puts some lessons in a form to be taken home. It affords the means of making gifts for hospitals. Paper chains, paper folding, clay model-

ling, scrap books, colored pictures, picture frames and posters are popular with the younger children. We must be careful that the children are not asked to attempt close work that will strain the eyes or nerves.

Handwork is the means to an end, and not the chief purpose of the vacation school. There is apt to be more confusion during the handwork period than at any other time, but this need not lead to disorder. The signals for putting away the work should be obeyed promptly. A wholesome rivalry can be encouraged between the different tables to see which can make the best record for neatness and order.

In addition to the regular work of the school, there are special features which may sometimes be introduced to the great delight of the children; such as a story by a visitor, or a solo, or a chalk talk, or an object lesson.

The Kindergarten and Primary departments have a close relation to the main vacation school. The younger children share in the afternoon outings, in the picnics, and in the final pageant. Sometimes they give their part in the final program quite separate from the main school, but if a pageant is given it is well to have the entire group of younger children appear on the platform during the closing part of the pageant, when they can sing a song or merely appear carrying United States flags.

The mornings of happy play and work leave pleasant memories with the children. We met a little girl on the street several weeks after the school had

closed. She announced that she was coming to the vacation school next year, and she added, "Some day I am going to be tall enough to lead the march in the big school."

## XVI

### GAMES AND OUTINGS

**T**HERE can be much fun and recreation in the vacation school without decreasing the amount of work done in the schoolroom. In fact, the amount of work done in the classroom depends to a great extent upon games, supervised play, and recreational features. When possible, get the assistance of an athletic director or a playground supervisor and let him outline his own program. Sometimes some of the older boys and girls can help direct the games. There will be short periods each day when short games can be played, but the best opportunity will be given in the afternoon when the weekly outing is held.

#### *The Afternoon Outing*

When we have a four weeks' school we like to give one afternoon a week to a picnic or outing. We decide in advance which afternoon will be used each week, usually a Thursday or a Friday. The school votes upon the places where the picnics are to be held, and we announce the schedule in the newspapers so both parents and pupils can plan accordingly. Sometimes the boys and girls bring their lunches with them in the morning so at noon they can go in a body to the picnic grounds.

The afternoon is spent in games and stunts, such

as a peanut hunt, three-legged races, wheelbarrow races, races by different groups, group games, and ball games. - We usually have someone to direct them in their games, but when a vacation school enrolls a large number of the older boys and girls it is surprising to see how much leadership these young people have, and one of the objects of an afternoon picnic is to develop leadership. Too often we do too much *for* boys and girls, and not enough *with* them. It does not take long to discover the natural leaders. Nor does it take long to find out who sulks or who wants to have his own way. A leader can detect more selfishness when upon the playground for 30 minutes than he can in a vacation school room during an entire week.

There are times when the afternoon outing begins at 2 o'clock. This permits the boys and girls to go home for lunch and to bring with them their bathing suits, if the visit is to be made to a swimming pool. There is frequently much confusion when several hundred bathing suits are brought to a vacation school in the morning, and, what is worse, the suits are sometimes lost or exchanged.

#### *A Clean-up Game*

The vacation school at Yakima wanted to have a picnic. It was voted to hold it upon the State Fair Grounds, if permission would be granted. When we saw the Secretary of the fair grounds he was reluctant to grant the request because former picnic parties had left the grounds in bad condition. He did not like to think about what would happen to the

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flower beds if 400 boys and girls, with only a few adults, would spend an afternoon upon the grounds. If he were real sure the boys and girls would behave themselves he would grant the request.

The next morning we told the boys and girls what the Secretary had said, and then asked them if we could promise the Secretary that since this group of boys and girls was different he could trust them completely. Of course the boys and girls promised to be the best bunch that ever went upon a picnic—and they kept their word.

When they had eaten their lunch, and before the papers and litter from the lunch baskets had been gathered up, we blew the whistle calling all of the boys and girls together. We asked them to sit down upon the grass. Then we told them that we had an unusual game in which everyone could take part. We said, "In a moment we are to blow the whistle again, and when we do each one should make a bee-line for the scraps of paper scattered over the grounds. In just two minutes, when we blow the whistle again, bring your papers to this spot, and the one who gathers the most will be given an award in the school tomorrow." Within two minutes that portion of the fair grounds where they had eaten their lunch was swept clean of every scrap of paper. Before we left the grounds the Secretary said, "These are the finest boys and girls we have ever had upon these grounds." The next day we told them what he had said, and they felt proud of the fact that they had made good.

*The Big Picnic*

It has been our custom in our Spokane school, where we have a four weeks' session, to have an all-day picnic at a near-by lake on the Saturday of the third week. We do not have it on the Saturday of the fourth week because the final program is given on the Sunday afternoon following that week. We have learned from experience that it is not best to have a big picnic the day before the final program because many times the boys and girls are tired out.

We get a special rate on the trains for both children and adults. We ask the boys and girls to bring their parents, friends and other members of their Sunday School classes. While the vacation school enrolls about 500, the attendance at the picnic frequently reaches 600 or more. It is not at all necessary to invite others, because our own vacation school members will give us a big crowd, but we find that this is our best chance to meet many parents. We are also glad to have a large number of adults present to help look after the children. Sometimes we make the picnic a kind of city Sunday School picnic, so that the smaller schools which could not get special rates can take advantage of ours.

In advertising the picnic we give every member of the school a circular giving full particulars about trains, rates and plans for the day. The smaller children cannot remember the announcements made from the platform, but they can take home a circular. The newspaper also gives publicity.

When we first make the announcement of the

picnic in the vacation school we have a little friendly rivalry among the older boys and girls to see who can reproduce the entire announcement upon a moment's notice. Instead of saying, "Please listen to this announcement", we say, "We are now going to announce the picnic, and as soon as we finish with the announcement we are going to call upon some volunteer to come to the platform to repeat the entire announcement." Then rapidly we say, "Our vacation school picnic is at Liberty Lake, on Saturday, July 30th. The trains leave at 8:10 a. m. and 10:15 a. m. Most of the picnickers will go at 8:10. The price for the round trip is, boys and girls, 25 cents; adults, 54 cents. Since the ordinary round trip rate is \$1.08, you can see we are getting a very special price. You can invite your friends and parents to come with you. When the morning train arrives at the lake, we shall meet a few minutes beside the station for special instructions before we go bathing or boating. Now, who wants to repeat this announcement?" Immediately a number of hands are raised. They vie with each other to come to the platform to repeat the announcement almost word for word. This kind of work teaches them concentration, but it also doubly and trebly announces the picnic. It would be a good thing in the average Sunday School if the superintendent, instead of repeating his announcements, would try the same plan. He would have no difficulty in securing attention and in driving home his announcements.

## XVII

### DISCIPLINE AND ORDER

**A** DISORDERLY vacation school does more harm than good. Parents take it for granted when a vacation school is announced that those in charge are capable of maintaining good order. It is better to have a smaller school and have good discipline than to try to round up a mob and have disorder. As a rule, the boys and girls who attend a vacation school do not come with the intention of creating disorder, but they soon take advantage if there is a looseness on the part of the leaders. It is possible to have a lot of fun in the vacation school each day and yet be firm. We say to them on the opening day that we take it for granted that they are there for business, and that we are putting confidence in them. The moment there is the slightest indication that someone wants to take advantage, we keep our eyes upon him, and if necessary by a gentle reproof give him to understand that no foolishness will be permitted.

#### *The Little Vacant Chair*

We have never found it necessary to send a boy or girl home. We are not saying that we would not do it. In fact, we think we would do it in a moment if that were the last resort, because one person must not be permitted to upset an entire room, or by his cuteness to distract attention.

The moment we detect the least disorder or lack of control we say in a rather playful manner, "This little chair which we have put upon the platform, and which faces the wall, may soon be occupied. Some boy or girl will be sitting here, looking at the wall. I wonder who the first victim is going to be." Even the boy who likes to show off on the playground does not like the idea of sitting in that chair for 30 minutes with his back to the audience, while boys and girls are laughing at him.

### *Self-Control*

In teaching self-control we sometimes say, "Just before we have this story, I am going to see if I can hear this watch tick". The room usually becomes perfectly quiet.

If, instead of quieting them, we wish to stir them up, in place of regular calisthenics we have a different type of exercise. We have frequently noticed that if a visitor speaks or tells a story, the applause is prolonged by a few. They continue it, not because they want another story, but because they like the exercise.

One day we said, "Sometimes boys and girls continue to applaud until they appear disorderly. We are now going to see how many of you have excellent self-control. I wonder how many of you can begin to applaud the moment I say 'Ready'. Then when I raise my hand I want to see if all applause can stop instantly." We tried this a few times and it was great fun. Sometimes we let them applaud for a full minute. That was rather strenuous exer-

cise. They needed no more calisthenics for that period. Sometimes instead of saying, "Sit up straight and be quiet", we find it far better to say, "All stand. Hold your hands above your head. Now, open and close your hands 25 times as we count up to 25." Sometimes we count up to 50, and on special occasions count up to 100. The boys and girls are quite ready to sit down and listen after such a stunt. "Variety is the spice of life", even in a vacation school.

### *Character Building Stories*

Good order can be taught by character-building stories which help develop will-power and back-bone. We like to have the boys and girls despise the coward and sneak, but we want them to admire the fellow who is on the square. Here is a story we told one day which had a wholesome effect. It is taken from Kerr's "Children's Story Sermons":

One time when four boys in Seattle were playing the game "follow the leader", they came down a hill, pell-mell, bumped into a mail-box, knocked it over, and when it struck the sidewalk the mail-box broke open and the mail fell out. (Now ask the boys and girls what they think the four boys did. Draw them out.) Two of the boys ran away like cowards. They sneaked home and perhaps they crawled under the bed to hide. The other two looked at the broken mail-box and the letters scattered on the sidewalk. One boy said, "What are we going to do about it?" The other replied, "I don't know, but I have never been a coward, and I am

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not going to sneak away now." The first one then said, "Let's be on the square. Let's gather up the mail and take it down to the post-office and tell the Postmaster how it happened." The two boys went down to the big building and found the Postmaster. They told him their story. (Again draw them out by asking them what they think the Postmaster said. Did he send them to the juvenile court?) The Postmaster said he was glad that these two boys had back-bone, and did not sneak away like the other two cowards had done. He was glad these two boys had been on the square, and he hoped that they would continue to be on the square so they could always look the world in the face and not feel like sneaks.

## XVIII

### AFTERNOON SESSIONS

**W**E were told that we could not have successful afternoon sessions in July and August because it would be too hot. We therefore decided to make a trial. One of our schools was to give a rather difficult pageant as a final program. It required much music. The time was short. We needed a special chorus and several soloists. We intended to select these singers at the 11 o'clock hour one morning, but we decided that such a plan would not interest all the boys and girls who attended. One morning we said, "We need a special chorus and several soloists for the pageant. We haven't time to select these singers this morning, and I doubt if we'll have time in any morning session because our program is now more than full. Some of you may care enough to get into this special chorus to come to a special rehearsal at 2 o'clock tomorrow afternoon. We'll give the entire hour from 2 to 3 to music. All who wish to try for a place in the special chorus, and all who would like to try for a place as a soloist are invited".

After a strenuous morning session on a hot day we did not think that many boys and girls would want to come to an afternoon session. We thought that if 25 or 30 would come it would be a large number. Imagine our surprise when more than 100 ap-

peared at 2 o'clock, and next day the afternoon attendance was more than 150. These were not Primary children, but most of them were boys and girls 9 to 15 years of age. Some came from the country several miles away. The reason that the attendance on the second afternoon jumped to 150 was because some boys and girls brought their lunches with them.

### *Supervised Play*

Following the one-hour rehearsal we went over into a near-by park and for nearly an hour had supervised play. We had spent an hour with them in a musical way, becoming quite well acquainted with the leaders. We now spent an hour with them in an athletic way and became even better acquainted with them. We also discovered that some boys and girls who were unable to attend the morning session because of work at home, came to the afternoon session. Of course, it makes it rather difficult for vacation school leaders to spend four hours with a large group in the morning and then spend two more hours in the afternoon, but it is not so difficult when we think that a vacation school "makes all work seem like play". It reminds us of the remark of a Quaker boy in Seattle, who, in writing a paper upon "Why I Like This Vacation School", said, "It is more fun than a barrel of monkeys."

### *An Afternoon Vacation School*

While conducting a large downtown vacation school in a large city, there came an emergency call for a vacation school in an outlying residence part

of that city. We were then tied up for the entire summer with morning vacation schools, and we said the only possible chance of conducting a school in that part of the city would be to have it from 2 to 4 in the afternoon. It was August, and it was extremely hot. Some said it could not be done. Leaflets were prepared and distributed among the homes by boys. We announced that two churches would be used; the Beginners and Primary children occupying one church, and the Junior and Intermediate the other. We thought that a total enrollment of 100 would be large, but we were much surprised to find that the attendance was not far from 200. We put on the same kind of a program that was given in the morning schools; the two hours being divided for the Junior-Intermediate as follows:

- 2:00 Opening March and Opening Worship.
- 2:10 Memory Work, also Health and Habit Talks.
- 2:30 Story Telling.
- 3:00 Intermission.
- 3:10 Music and Pageantry.
- 3:30 Verse Finding.
- 4:00 Closing.

On some days from 4 to 4:30 we had games in the churchyard. Sometimes at that hour the boys and girls, with leaders, went to a city swimming pool. Sometimes a group of the boys and girls would remain at the church for special rehearsals for the final program.

*Morning Hours Best*

The morning hour is much better than the afternoon because it is cooler, and the boys and girls are fresher. If it is a choice between morning and afternoon, by all means take the morning. There are times, however, when conditions make it imperative that the sessions be held in the afternoon. It is much better to have an afternoon session than to have no session at all.

One town has had a very successful Community Daily Vacation Bible School for two summers, and the school has met in the afternoon only. It was found that some helpers could be secured in the afternoon who were not available in the morning. It was also found that many of the boys and girls had morning work, and could come more easily in the afternoon. This is especially true where the girls have a large amount of work to do in the home. Parents usually find work for the boys and girls in the morning, but there is a great question in some communities as to what to do with them in the afternoon. In this particular town they seemed to like the idea of having an afternoon school.

## XIX

### THE FINAL PROGRAM

**M**ANY vacation schools have their final program at 11 a. m. on the closing day. At this time they exhibit their handwork, sing memory hymns, give Bible verses, and receive the awards, but many busy parents cannot attend at this hour. We have tried different hours, and we find that Sunday afternoon is the best. Friday evening is also good.

The advantage of a Sunday afternoon program is twofold. You can reach the parents in larger numbers. You can also help advertise your program when the Sunday Schools meet in the morning. We tell our boys and girls to take it upon themselves to ask the pastor and superintendent to make a good announcement. In some cases the boys and girls make their own announcement.

#### *Pageants*

We have found it best to give a pageant of some kind as a final program. This requires much more work than the ordinary kind of program, but work is what most boys and girls want. Early in the vacation school session we decide upon the character of the pageant and the leading musical numbers. We subdivide the vacation school into choirs. We usually ask the older girls to take the heavy parts.

We aim to make our final program one hour long. The first half will consist of the pageant, the second half hour being occupied with memory work, awards, offering, and special demonstrations.

Last summer we gave three different kinds of pageants in three different schools. One was the "Pageant of the Cross", another was "A Pageant of Peace", while the other was "A Patriotic Pageant".

### *The Music*

Among the musical selections used in the Pageant of the Cross were Parker's "Jerusalem"; Harker's "How Beautiful Upon the Mountains"; Gounod's "Lovely Appear", and Knowlton's "Lift Up Your Heads". We also used "When I Survey the Wondrous Cross", "Beneath the Cross of Jesus", "I Know That My Redeemer Liveth", and other well-known hymns. The vacation school for this pageant was divided into five choirs, (two choirs of boys and three choirs of girls) each choir having a special processional. Both organ and piano accompanied them. Among the musical selections learned in the "Pageant of Peace" were "Russian Hymn", "Angel of Peace", "Like a River Glorious, is God's Perfect Peace", "Peace, Perfect Peace", "For Peace and For Plenty", "Lead On, O King Eternal", and "Praise Ye the Father". In this pageant the vacation school was divided into seven choirs, each having its own processional. Both organ and piano were used. The largest church auditorium in the city was crowded to the doors on

one of the hottest Sunday afternoons of August, and people were turned away.

### *Pageant in City Park*

In the Wenatchee Vacation School a patriotic pageant was given in the city park on a Friday night, when more than 2,000 people were present. The band-stand served as the platform. It was filled, and was quite completely surrounded with vacation school children who represented the nations of the world. Many of them carried flags. Miss Columbia was the central figure. Only a piano was used to accompany them, but a special chorus of one hundred voices surrounded the piano. The outdoor singing was good. The fact that we were to put on a pageant in the park before a large audience made the boys and girls work much harder to learn thoroughly their numbers and difficult selections than if we had given a program at 11 a. m. More than a dozen selections were sung entirely from memory.

### *Exhibits and Awards*

There can be an exhibit of handwork in an adjoining room even though the final program is given in a church auditorium on a Sunday afternoon or on a Friday evening. Or the exhibit can be placed in the vestibule, where it can be seen as the parents enter and pass out.

Awards are often given to those having the best record in regularity, punctuality, good deportment, memory work, bringing others, raising the most money for missions, writing the best papers, or mak-

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ing the best articles. Our awards consist of books and Testaments. We have been much surprised to find that Jews and Catholics, who were fortunate enough to win an award, often take a New Testament instead of a story book.

Sometimes those who have written exceptionally good papers are asked to read them as part of the final program.

Sometimes we have a special verse-finding contest, when we say, after the boys and girls have marched around and received their Testaments, "The first ten boys and girls who find a verse can keep the Testament which you now have in your hand." The verse-finding contest always interests the fathers, mothers, and Sunday School workers.

When we announce the amount of money contributed by the boys and girls for missions we give the audience an opportunity to supplement the offering. We then ask four or six or eight of the older boys to come to the platform and receive the offering, instead of calling upon men in the audience to do this. We always tell the audience how the money is to be used.

## XX

### BIBLIOGRAPHY

THOSE who wish to make a further study of vacation schools, or who desire help in some special department, will find the following books good and helpful in the prosecution of their work:

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Manuals, handbooks and textbooks have been issued by the International Association of Daily Vacation Bible Schools, 90 Bible House, New York; The Judson Press, 1701 Chestnut St., Philadelphia, and the Westminster Press, Witherspoon Building, Philadelphia. Write them for latest price list. The Abingdon Press, 150 Fifth Ave., New York, publishes courses designed especially for Week-Day Church Schools, but much of the material can be used in a vacation school.

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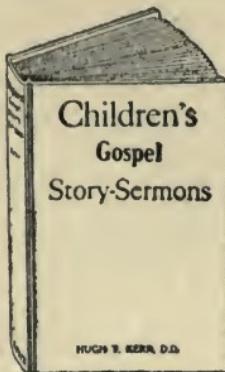
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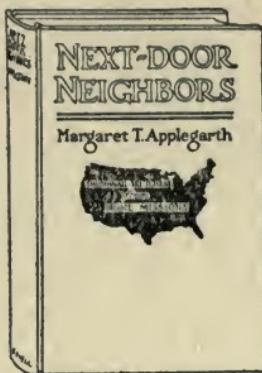
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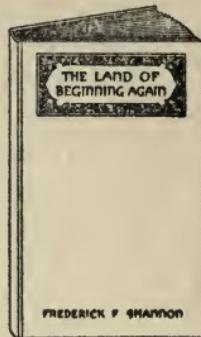
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